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OF THE NATIONAL CONGRESS
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June 1937

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THE ONLY OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS



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CONCERNING CONTRIBUTORS

IN her article, "It's Hard to Be a Child," ELEANOR B. STOCK analyzes some of the difficulties which seem so superficial to adults and loom so enormous to children. Miss Stock's reactions to childhood are far from stereotyped. She knows her subject and her conclusions are thought-provoking. Miss Stock's authorship of a number of children's plays and pageants testifies to her understanding of the child's viewpoint. Articles by her have appeared in many periodicals.

■ ■ ■

"Adolescent Adventurers" is a finely-drawn picture of the teen age. After teaching school for ten years, DOROTHY HANDLEY writes this article from a wealth of experience. It is always interesting to hear the reaction of a teacher toward our children—and Miss Handley knows and understands the adolescent years. It is her feeling that "teaching children far outweighs teaching school." As she says, "I am just a school-teacher, one of the thousands who takes her job seriously and loves her work. I have taught in every grade from the fifth to the eighth, so, you see, I just grew up with my pupils." For the last five years Miss Handley has been Building Principal of her school in Neptune City, New Jersey.

■ ■ ■

"Europe Challenges American Parents," by DOROTHY L. MCFADDEN, will be of interest to both parents and teachers. Mrs. McFadden has recently returned from an interesting tour of the repertory theaters in Europe, where fine drama is available to the elementary school child. She has worked in visual education for a number of years, and is now exploring the possibilities of educating the cultural tastes of children by good entertainments, as well as providing "a low-priced antidote to unwholesome movies." Mrs. McFadden has two children. At present, she is Executive Director of Junior Programs, Inc.

■ ■ ■

By eliminating the underlying

cause of petty thievery in young children, the habit can almost always be corrected, according to ANNE TROLAN BREKUS, author of "The Child Who 'Takes Things.'" For several years before her marriage, Mrs. Brekus taught school in Newark, New Jersey. Since then, she has devoted her spare time to study, writing, and parent-teacher work. For the past three years, she has been studying at Columbia University.

■ ■ ■

"Should My Child's Tonsils Be Removed?" is a question which is being asked by many parents today. The author of this article, HENRY F. HELMHOLZ, M.D., explains why the wholesale removal of tonsils is not only ill-advised, but may be dangerous. Dr. Helmholtz gives, clearly and concisely, the proper indications for performing the operation. Dr. Helmholtz is Head of the Department of Pediatrics of the Mayo Clinic, Rochester, Minnesota, and Professor of Pediatrics at the Graduate School, University of Minnesota.

■ ■ ■

ELEANOR HUNTER, whom our readers will undoubtedly remember, now contributes "Like Father, Unlike Son." Her article is human and discerning, and many fathers will see themselves in this picturization. In telling us something about herself, Mrs. Hunter writes, "Briefly, my life may be outlined as: University of Chicago; a grand husband and two ditto children, a boy and a girl; business career, writing advertising (which has extended over into married life), lecturing on psychological subjects in terms of everyday life, and two books."

■ ■ ■

In "What Do Words Mean to Your Child?" ROLLAL WRIGHT discusses the

various ways through which we can give our children a broader vocabulary and a finer use of words. Mr. Wright holds degrees from two Vermont colleges. He has had teaching experience from the seventh grade to college seniors, teaching mathematics, commercial subjects, political science and history. At present, he is with the Vermont Historical Records Survey.

■ ■ ■

Under the title of "Self-Portrait of a Mother," ETHEL M. CLUGSTON tells how a justifiable case of self-pity was transformed into a working philosophy of gratitude. If you have ever thought to yourself, "No one seems to consider my plans—I'm just general flunky around here," you will appreciate this article. Mrs. Clugston has two children—a daughter, seventeen, and a boy, eleven. Her husband is professor of psychology at the State Teachers College, St. Cloud, Minnesota.

■ ■ ■

The NATIONAL PARENT-TEACHER is fortunate to have an editorial, "The P.T.A. and the School," from C. B. GLENN, recently-elected President of the Department of Superintendence of the National Education Association. Dr. Glenn is a graduate of the Alabama Polytechnic Institute and Harvard University. He received an L.L. degree from Alabama University in 1918. He has been Superintendent of Schools at Birmingham, Alabama, since 1921.

Our second editorial, "Vacations," is by RAY LYMAN WILBUR, a member of the Advisory Council of the National Congress of Parents and Teachers. Former Secretary of Interior during Hoover's Administration, Ray Lyman Wilbur has been President of Leland Stanford Junior College since 1916. He is a trustee of the Rockefeller Foundation, and has been a member of the

General Education Board of the United States since 1930.

"Parents and Teachers in a Changing World" is by GEORGE D. STODDARD, the Director of the Iowa Child Welfare Research Station. He is a member of the Advisory Council of the National Congress of Parents and Teachers.

If You Are Interested In . . .

The Preschool Child, see pages 6, 12, 15, 19, 36.

The Grade School Child, see pages 6, 10, 12, 15, 16, 19, 22, 26, 36.

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Children of All Ages, see pages 15, 19, 21, 22, 36, 46.

Home and School Material, see pages 5, 8, 10, 12, 22, 36, 39, 40.

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The President's Message



Keep the Door Open

ONCE I knew a boy, working his way through college and boarding himself the while, who, though his diet was pitifully monotonous, stubbornly refused proffered hospitality because he was afraid to eat and like something that he could not have habitually. Thus his fare continued to be mainly bread and applesauce.

This stubbornness was borne out by his attitude toward ideas; he worked hard to acquire knowledge in subjects that he had come to college to learn but he allowed no other subjects to intrude themselves upon his mind.

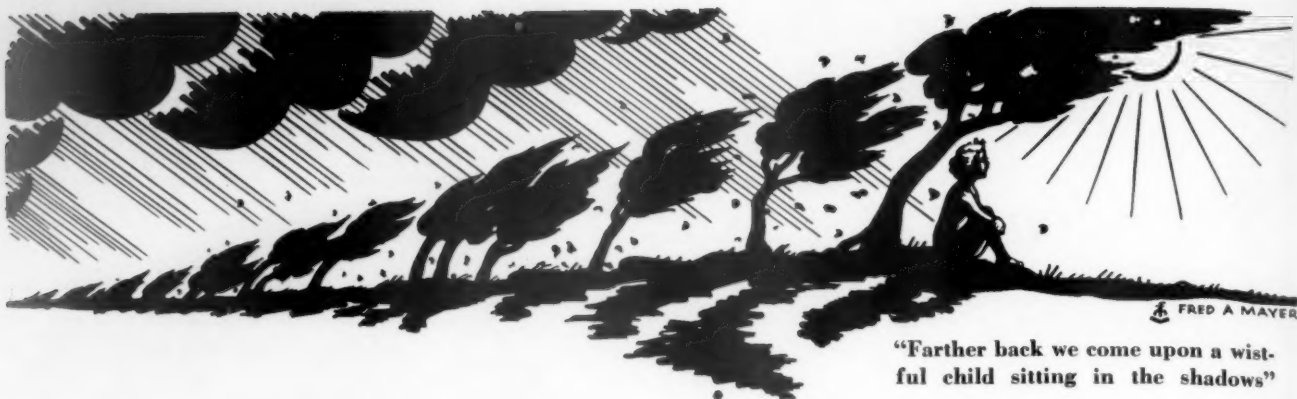
We in America are much like that. If we are naturally conservative in our thinking, we refuse hospitality to so-called liberal ideas; and if we are naturally liberal, we refuse to examine conservative ideas for fear we may find ourselves interested against our will.

Tradition is of great value in our thinking, for without it we should lack means of discrimination, but tradition which keeps up living in the past with no ability to recognize worth in new thought is simply stultifying. The chambered nautilus seals up the chamber from which it has progressed but keeps the door open to the future, hoisting its gossamer sail to welcome each breath that moves over the face of the waters. If the breath is too strong, it makes a door of the gossamer sail and shuts out what has proved to be too strong a breeze.

This is the least that we, as intelligent beings can do—keep the door of thought open to new ideas; if upon examination they seem wrong, we may cast them out as not belonging to us, but let us never fear to examine them.

The history of the world is a succession of crises but to most of us the present crisis, being so largely social, is moving faster than any other in all history. So much more important is it that we welcome any thought that may possibly help us in solving our problems, eventually rejecting those which are not sound and incorporating those which seem to be. At all events, we must keep the door open.

President,
National Congress of Parents and Teachers.



"Farther back we come upon a wistful child sitting in the shadows"

IT'S HARD TO BE A CHILD

**"Children's griefs are little, certainly; but so is the child. . . .
Would not the angels smile at our
griefs, were not angels too wise?"**

by Eleanor B. Stock

Illustrations by
FRED A. MAYER

IS childhood the happiest time of life?

If the question were put to a vote, in all probability the ayes would decide it by an easy majority. While other beliefs have had to meet the challenge of scientific inquiry, belief in the unalloyed happiness of childhood has gone unquestioned. It is still, as it always has been, the most believable of beliefs.

And time continues to keep it so by working Houdini tricks upon our memories. In the enchantment of its perspective all but the gayest and brightest grow dim. The dark shadows of childhood fade out. If they are there at all it is only as a vague gray background against which the colorful pageantry of childhood, its Christmas holidays and birthday celebrations, its circus parades and summer vacations, stand out with the vivid brilliance of poster designs.

The glad garishness of the picture is irresistible. And we make no attempt to defend our reason against it. We prefer to let it make liars of us all, to accept it at its face value and continue in the pleasant belief that childhood is inevitably and completely happy.

But is it? Perhaps the best answer is another question. Would you want to be a child again? I wouldn't.

If we push memory a little farther back beyond those poster-brilliant colors, we will come upon a wistful child sitting there in the shadows. Look at

him closely. He is the child we actually were and have forgotten, the child who couldn't wait to be grown up so that he might escape the burdens of childhood.

Troubles are always legion and always as personal as a toothache. Yet they lend themselves to a certain rough and ready grouping. It is possible to classify them as physical suffering, fear, grief and despair, and loneliness. Each comes in every variety of emotional color and every degree of intensity, but all have this in common: they are there from beginning to end along the whole of life, as much a part of childhood as of maturity, with this difference only—the troubles of childhood are unfortunately less obvious.

That, in a modern world, is particularly true of the child's physical suffering. Medical science, in cooperating with the home and the community, has achieved little short of miracles in freeing childhood from most of those children's diseases once accepted as inevitable and natural. Compared with the childhood of other generations, today's—inoculated, vitaminized, sunbrowned—is a thing of gloriously vital energy.

THEN what does a child's physical suffering amount to, other than a few bumps and bruises? Very little, and a great deal. In the first place, disease still lurks around unexpected corners. Children still do become ill. And secondly, the child's physical distress is

not so much in the thing suffered as in the manner in which he must bear it.

Adult illness is articulate. It eases its discomfort by a voluble description of symptoms, and gets out from under its pain by making that pain a not unenjoyable subject of conversation. In addition, the adult has the advantage of being free to choose his physicians and accept or reject the treatment offered.

The illness of childhood is inarticulate. It is a diffused, inexpressible misery. And the child's only means of indicating it is the confusing sign language of tears, listlessness, temperature, and now and then temper—all fatally subject to misinterpretation. An incipient case of grippe frequently receives a scolding for laziness, and an overloaded stomach is as easily mistaken for a bad disposition. And for its cure, the child's illness is, as was little Margery's, wholly at the mercy of the adults who take it in charge.

Margery became ill with an unusually severe attack of bronchial pneumonia. Two physicians took over the case and each in turn, baffled, pronounced it hopeless. An intangible something stood between Margery and recovery. The irony of it was, Margery held the clue, but had no way of making it articulate. As a matter of fact, she disliked and feared both doctors, but her strange habit of hiding under the bedclothes whenever they approached was misinterpreted as stubborn shyness. Finally, a third doctor

was called. Luckily for Margery, he had the rare gift of understanding the silences of children. Margery promptly accepted him with a child's unbounded trust and of course as promptly began to recover.

As for those inevitable bumps and bruises, it is not so much their pain that burdens childhood as it is the habit grown-ups often have of belittling and even laughing at it. Here is a situation composed of many we have all witnessed again and again. Mrs. Smith trips and falls. Everyone is courteously concerned. No one laughs—at least, not in her presence—and no one is rude enough to reprimand her for clumsiness. But when four-year-old Billy Smith stumbles and skins his knees the attitude changes. He is jerked up, scolded for scuffing his new shoes, and laughed at for being clumsy. And if his scraped knee smarts enough to bring the tears to his eyes, he may be teased for being a baby. The wound is such a little thing. Yes, but Billy's capacity to bear pain is proportionately small. The smart of a skinned knee is quite enough for him to bear with a plucky grin. The salt of humiliation rubbed in makes it sting just that much too much for a small boy's endurance.

MOST of us, I believe, will agree that fear is a heavier burden than physical pain. And, if we analyze our memories deeply enough, we will agree further that the fears of childhood are vivid to the point of terror. Science, however, has warred so successfully against many old fears that we have come to think of modern childhood as a relatively fearless thing. The two greatest causes of childhood fear, superstition and corporal punishment have been almost completely routed. But fear has a way of dying in one form only to be reborn in another so that pretty much the same old fears haunt modern childhood, their only difference being in the character of their conditioning.

Take the child's night fears, the commonest and oldest and most modern of all. Little Nancy knows better than to fear that ghouls, ogres, and ghosts are waiting for her in the dark. The chances are she has no fear whatever of the dark. Yet her childhood is not infrequently as haunted by night terrors as was her great-great-grandmother's. The latter's were conditioned by an ignorant nurse's gruesome stories; Nancy's are conditioned by the

horrors of film and radio thrillers.

Another fear that commonly burdens childhood is fear of failure in school work. Formerly it was accompanied by fear of corporal punishment. The film version of *David Copperfield* gave us a vivid picture of its torments.

In all probability, eight-year-old Tommy knows nothing of corporal punishment. Yet his school life is often as miserably fear-haunted as was young Copperfield's.

A child's fear is largely conditioned by the atmosphere of the surrounding adult environment. There are two currents in the prevailing atmosphere of our century: one, an undue worship of success; the other, a consequently exaggerated fear of failure. Tommy is subjected to the contagion of this atmosphere. He is not afraid of the ferule, but altogether too often, like

Nothing, in our scale of values—overwhelmingly everything, in the child's.

"Children's griefs are little, certainly; but so is the child," Francis Thompson reminds us in writing of Shelley's miserably unhappy boyhood, "so is its endurance, so is its field of vision, while its nervous impressionability is keener than ours. Grief is a matter of relativity. . . . Would not the angels smile at our griefs, were not angels too wise to smile at them?"

As a matter of fact, there is a pitiless finality about the griefs of childhood. Dickey, who has lost his terrier, Rags, has no way of knowing that Rags can and probably will be replaced in his affections by another dog. Sue does not know that her broken doll will be either mended or forgotten. And the child whose faith in a promise has been disappointed has no experience of the average untrustworthiness of promises in general with which to soften the blow of his disappointment.

A child's growth is literally rooted in trust. To live and to trust are, for him, one and the same thing. When, therefore, for any reason, that trust is wrenched loose or uprooted by adult deception or desertion, the child's grief plumbs despair. Surely the supreme tragedy possible to life, and unmatched in suffering by anything adults experience, is just that collapse of a child's sense of security when he discovers for the first time that those whom he trusted and adored have failed him.

In such a moment, the child is in the position of a man who has at one sweep lost faith in God, in others, and in himself. But there is one difference to the child's disadvantage. Unlike the adult, he has no past experience to help him understand his present grief and no foresight to comfort him with the knowledge that time

will take him through and around his suffering.

THERE are, of course, fortunate children who escape many or most of these childhood burdens. But none, I think, escapes some loneliness.

From first to

last, being a child in an adult world is a lonely business.

Imagine ourselves living in a land where everything is scaled to a race two and three times our size; where our truths are frequently misinterpreted as lies, and arbitrarily judged by a code (Continued on page 30)



Margery



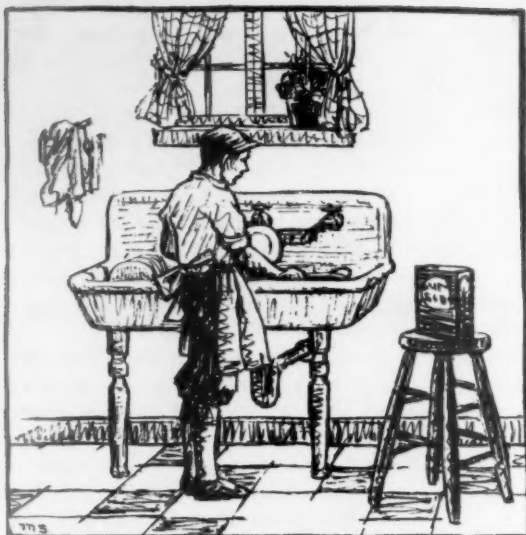
Billy

David, he is stupefied by fear of not being able to get his lessons, and by terror of coming to be known as a failure. David Copperfield's fear was conditioned by the brutality of his stepfather; Tommy's is due to the contagion of a twisted sense of values.

Childhood has its stinging pains and its pursuing fears. And it has its griefs, as many and frequent and overwhelming as ours. But surely, we tell ourselves, the child's are very little griefs. What is a lost pet in comparison with the losses that fill adult life with gaping holes of emptiness? What is a broken toy as compared with a broken career, or a child's disappointment over some promise that has failed to come true, as compared with the bitterness of adult knowledge that the desirable is often the impossible?



Buddy and the Admiral



Johnnie

TEN years ago as I write this I taught my first class. As I sit here trying to take stock of the little I have done, and the many things I have failed to do, I wonder where the time has gone. I can see before me the long column of boys and girls who have shared these years with me and I am suddenly aware that they have taken the time with them. I am glad that they have, for how else could I have known the real joy that the crowded hours of working with them have given me?

The years have brought with them their own recompense for every discouraged hour. If nothing more, it is the growing conviction that one's work is of definite value to the world—especially the world of tomorrow; the knowledge that to you is entrusted, in part at least, the shaping and guiding of the personalities that will soon take an important part in the work of the world. In my first few years of teaching, the struggle to cover the prescribed subject matter almost blotted out everything else, even the children. Today it is the boy or girl who absorbs all my interest—teaching children far outweighs teaching school.

The year opens and as I look over my new group of adolescent pupils, it seems incredible to realize that before another week passes they will have become a vital part of my life. I know that whether I want it or not, the thought of them will never be far from my mind; that, unconsciously, practically everything I see, read, or hear will be absorbed in that storehouse of knowledge that I'll one day share with them.

TO so many people, especially to his own parents, the child approaching the adolescent years seems to change considerably. A mother will often say to me, "What in the world can I do

with Jimmie (or Mary, or Bob)? I don't know what has got into him." It is hard to explain to these anxious mothers that there is very little to be done. Jimmie is just growing up. Lots of love, accompanied by a real effort to understand the boy or girl, without constantly nagging at him, will go a long way in winning the confidence of the adolescent boy or girl. True, indeed, they change. The active boy may become a daydreamer, the quiet, studious girl has moments when she is more boisterous and shrill than you ever thought possible. These adolescents, like all true adventurers, are restless, eager to try any new thing. They develop a keen love for arguing, they frequently ask the question "Why?" "Why do I have to go to the store? Why can't I go when everyone else is going? Why do I have to copy this over? Why?"

SOMETIMES it seems that we expect almost too much from the teen age child. We forget or do not realize how much of his energy is being expended in just growing. I have known a fourteen-year-old boy to fall asleep in class, he was so tired. On the other hand, we fail to expect enough in the way the work is to be done. Is it done at once, or put off until the last possible moment? Is it poorly done or does it show the result of careful planning? One of the real problems of any teaching year is trying to instill an ideal of perfection so that each child wants to do his best and not just enough to get by with.

Children of the adolescent age, in addition to being ready for every new adventure, are usually willing follow-

Adolescent

These adolescent adventurers need all that we can give them: courage, understanding, faith, and lots of love



Henry

ers. If a discipline problem arises during the year, it is often caused by the girl or boy who, as a natural leader, is trying to swing his "gang" with him.

These adventurers have a keen sense of fair play. They resent, perhaps more than anything else, the favored child. So, as a teacher, I try to be impartial with all. Occasionally there will appear in the classroom a boy or girl who constantly seeks the center of the stage, either by countless questions or by misbehaving. I have often found by further study that this child may be the one most slighted at home. I remember one little girl especially well. Talk! she kept up an endless stream of conversation all day long until no one in the class wanted to sit by her. One day I visited her home and by chance her father happened to be there. The consequence was that I heard a great deal about her brother but very little about Jane. There was the answer, in part at least, for her ever seeking the limelight—shunned at home, she tried to make up for it in school.

Again this idea of fair play enters into any question of correction that may have to be made. In the school as in the home, situations arise that may call for some form of correction.

Adventurers

by Dorothy Handley

Illustrations
by MIRIAM SELSS

I have learned through experience that it is wise to make sure you are correcting the child really responsible for causing the trouble, not his brother or the boy or girl sitting two or three rows across the room. Then, when you know and the child knows what he is being checked for, make sure that you

per hour came and went and still Johnnie hadn't appeared; it was seven o'clock before he arrived. He had a miserable time all that week doing the dishes. Johnnie told his mother he never dreamed she would make him keep his word.

The grammar school years are the period of the never-dying friendships. Every girl seems to have her best chum and every boy his special pal. Best friends, and then overnight something happens, and Mary declares emphatically to the rest of the world that she is never going to speak to Helen again. In another day or two, it has all blown over and they are again inseparable. Tom spends every spare moment at Bob's house or Bob at Tom's until either one or both mothers begin to wonder if something hadn't better be done about it. It is undoubtedly true that the boys form the most binding friendships

at this age. These close friendships often account for the child not being able to understand why he can't have the same freedom or the same amount of spending money his chum has, even though he happens to be one of five children and his chum is the only child. This lack of understanding often leads to much heartache not only for the child but for his mother.

Children of this age are far more generous than most adults realize. Time and again, one of them will come to me and offer to pay Bill's way to the show that is being given or give him a notebook that he has been unable to buy. And I have noticed, too, that the

best-liked child in the class often comes from the most poverty-stricken home.

THE adolescent can be unbelievably cruel sometimes without intention and often just to see if the other fellow "can take it." Again he can be the kindest person in the world. I have known a group to torment a "sissy" unmercifully and in a few weeks forget him almost entirely. One of the finest memories I have of the kindness of the adolescent comes back to me as I write. Several years ago I spent the summer as co-director of recreation at a fresh-air camp for boys whose ages ranged from six to sixteen years. Henry came at the beginning of the summer, a queerly misshapen boy, apparently sent by his parents as a last resort to see if contact with normal boys would help him to become more normal. At first we left him pretty much alone so that he could become accustomed to the camp routine and his new surroundings. The other boys teased him unmercifully, at first, until they realized how different and how handicapped he was. Henry wasn't in camp long before we discovered he had a keen love for the lake and would have spent his whole time in a rowboat if we had let him. The boys christened him "Captain" and within a few days made him an "Admiral." There wasn't a boy who wouldn't stop and talk to him. I remember the morning I saw one of them call the Admiral to him and then stoop over and tie the Admiral's shoe laces that he had forgotten. We never had a campfire that one or two of them wasn't waiting to let him "help them" up the hill.

One of the most interesting things to watch in boys and girls of this age is their reactions to each other. Mothers and fathers have a way of forgetting that (Continued on page 24)



Virginia

do not demand more than you are capable of enforcing. Finally, keep your word—and this applies to rewards as well as to corrections. This little story illustrates this last point particularly well.

One of the boys in my class this year is unusually impulsive and given to rash promises. It so happens that I have come in contact with his home life through a series of conferences with his mother and it was she who related this incident to me. Johnnie asked permission one afternoon to go to the football game. His mother, knowing how forgetful he was, at first refused him permission to go. Like most boys, Johnnie offered reason after reason why he should be allowed to go and finally declared, "Mother, if you'll only let me go, I'll do the dishes for the whole week." It was a bargain and he went off to the game. As his mother feared, the sup-



Joan



EUROPE CHALLENGES

Many children throughout Europe enjoy each day, plays, ballets, puppet shows, and motion pictures planned just for them

"CHILDREN, this is a lady who came all the way from America to Denmark to see our play. She is interested in theaters for children over there, so she came to find out what fun you are having in your own theater in Copenhagen. Won't you rise to greet her?"

At these words from Mr. Heilje, the director, 1,100 pink-cheeked Danish youngsters rose, waving their hands and smiling at me from all over the balcony, the orchestra seats, and the boxes. They made a lovely, friendly picture against the background of red plush and gold which decorated, in luxurious opera house manner, this little "school theater."

As I looked about at their eager faces and talked with Mr. Heilje, I felt entirely at home. Here was a teacher who loved good literature and the theater—who had believed in the value of the drama for young people, and who

watching was certainly of the highest standard. The story was an incident from the life of the great Italian painter, Correggio. Humor and dramatic conflict had not been neglected, and the audience was extremely attentive and appreciative.

When the intermission arrived, we went out into the hall and watched the young people walking up and down, dressed in their party clothes, laughing and chattering and buying candy.

"Why, the candy vendors and coat room attendants are all children," I exclaimed. "Why is that?"

"Those are some of the less fortunate children who cannot afford to pay for their seats," Mr. Heilje explained. "The city buys tickets for 800 of these

fairy tales and simple historical drama, and that they like tragedy better than subtle comedy! The attendance has doubled in the last five years—which certainly shows that the children like their theater. Most interesting to us, though, was the fact that they liked best the plays which the teachers felt were most valuable."

"Just how much active part do your teachers and schools as a whole take in this project?" I questioned eagerly.

"We have a school theater association and that is governed by a committee which is elected directly by the teachers' associations. Each school appoints a teacher to collect the subscriptions and distribute tickets to the pupils. The school committee also selects the plays and sees that staging and acting are artistically perfect."

"Then you really feel that the stage



These eager, bright young things, in spite of their drab clothes, were having a wonderful time.

had convinced his fellow educators and city officials of the need for a fine repertory theater for the elementary schools. His dream had come true, no doubt after many discouragements and difficulties which he did not mention!

"The project is now in its fourth season," Mr. Heilje told me, "and it has a membership of 31,000 children in Copenhagen alone, with 36,000 more in other similar theaters all over our little country. Here, at least five times during the winter, for about twenty-five cents a seat, each season ticket holder can see a beautiful drama played by excellent professionals, many of them from the Royal Theater. We want everything to be of the very best for our children. The scenery, for example, is designed and made by the same artists who furnish the backgrounds at the Copenhagen Opera House."

The play which we were presently

children, and allows them to act as ushers and do various little jobs between the acts. Then, during the performance, they sit in the boxes."

What a charming and practical idea, I thought—a little work, and the best seats, for the underprivileged! As we returned to our seats, we found the children flocking back also. Each school had been given a special section which was rotated at each performance. One teacher was allotted to every twenty children. There were no parents present.

"Do the children have to come to these plays, since it is an educational project?" I asked.

"No indeed," replied the director, "the children only come because they enjoy it. All theories are futile if they do not agree with the opinions of the children, so we take a vote at the close of each season, asking them to criticize the plays. We find that they prefer

plays an important part in the education of the child?"

"Certainly. Ludvig Holberg, the founder of Danish dramatic literature, preached the value of drama to the student two hundred years ago! And Francis Bacon strongly recommended the theater in his famous treatise on education. We feel that it is of the greatest importance that the new generation should develop a taste for true art in poetry and drama—especially in order to counteract the mechanization and vulgarity of the second-rate commercial theaters."

As I left this charming "school theater," I noticed in the next street a motion picture house with a sign on its display poster: "*Forbudt for Boern*"—"Forbidden to Children." The Danish censors label in this way all pictures not suitable for children under sixteen—and, what is more important, the theaters enforce the ruling. But with such a delightful theater of their own—as well as more good radio programs planned for them than any-

AMERICAN PARENTS



by Dorothy L. McFadden

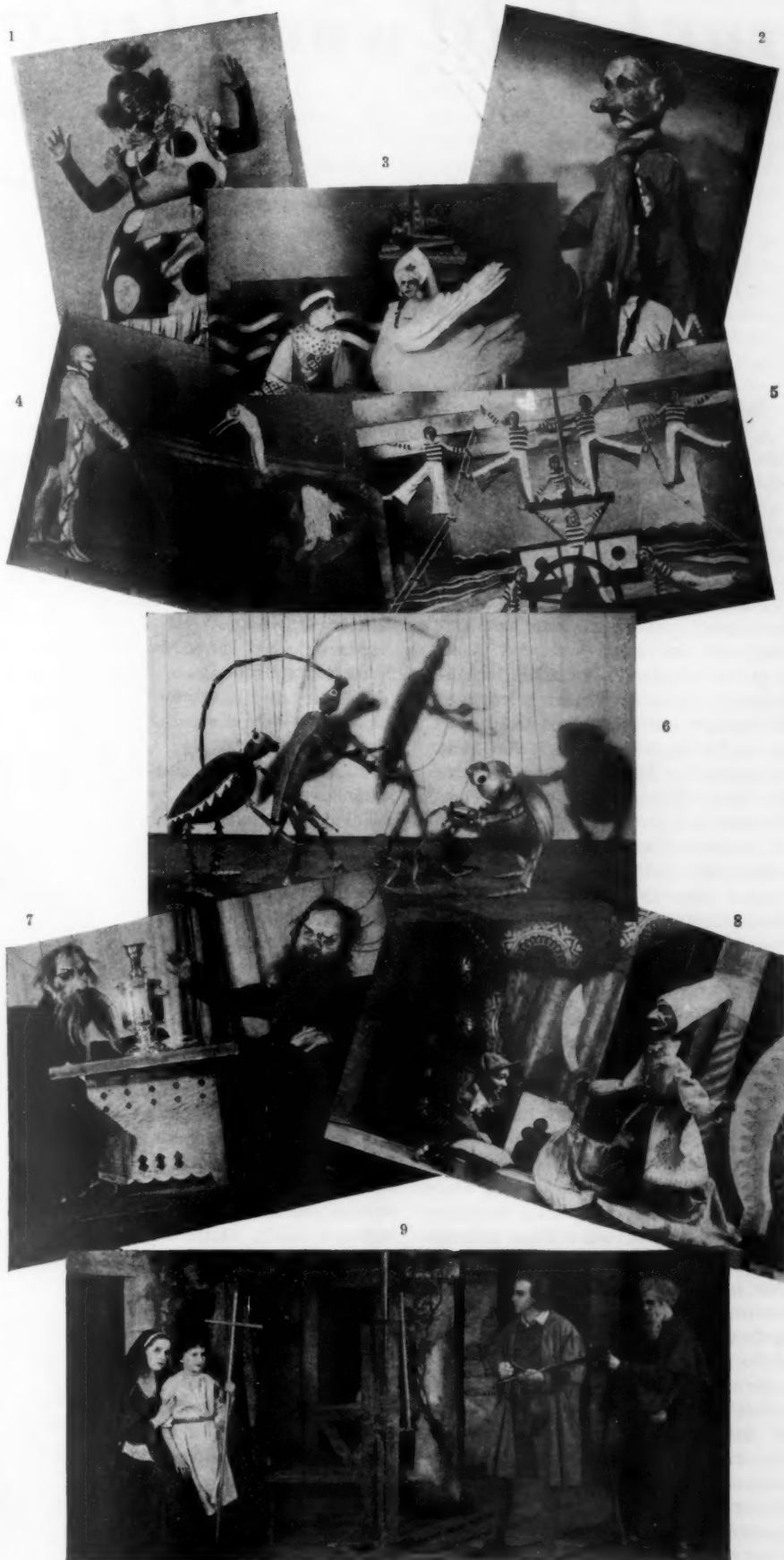
Illustrations by courtesy of
JUNIOR PROGRAMS

where in the world, the children of Denmark surely cannot feel the need for other less suitable entertainment. Indeed, after I left this little country and had watched what was being done in the field of drama and music for the youth of eight other countries, I still thought of little Denmark as equalled only by Russia in the field of cultural education.

IN Russia, I found a more concerted effort than anywhere else to provide the child with every artistic stimulus of the highest standard. In Moscow alone there were a number of Theaters of Youth, as well as about thirty children's motion picture houses, and a number of marionette and puppet theaters. Having read a good deal about the Russian theater, I was amazed to see, however, that a great part of the dramatic material used was purely folklore or classic literature—not all Soviet propaganda by any means. In viewing the other "sights" of the city, I confess that the naïve super-pride of my guides in the Russian achievements had amused and even slightly annoyed me. But on entering these Theaters of Youth, when the directors asked complacently, "Do you have anything like this in your country?" I had to admit with shame that we did not.

Here were buildings planned entirely for the artistic enjoyment of children. Gay pictures hung on the walls, many of them painted by the youngsters themselves. One room was filled with an exhibit of miniature stage sets, illustrating the plays which had been given in the theater. These had been made by pupils in the schools, after they had seen the play.

My guide had brought me to the theater a little early so that we could wander around first. I was fascinated by a room which had various educational games (Continued on page 28)



1, 4, 5, scenes from plays and 3, the opera, "Tsar Saltan", Moscow Children's Theater; 2, stick-puppet, Cologne, Germany; 6, 7, 8, marionettes, Prague, Czechoslovakia; 9, scene from the play, "Correggio", Copenhagen, Denmark.

THE Child WHO "Takes Things"

by ANNE TROLAN BREKUS

Illustrations by
ROBERT GRAEF

There is no time in a child's life when he needs love more than when he has done wrong!

"NO, Norma, that's not your doll. Give it back to Helen." The two children struggled for possession of the doll.

"Oh, let Norma have it," said Helen's mother indulgently. But Norma's mother was insistent. "Here is your own doll, Norma. Give Helen hers."

Now, although these two little girls were very young—the one, two and a half, and the other, just past three—they had received a valuable lesson in property ownership. Norma learned to distinguish between what belonged to her and what belonged to Helen. Helen, on the other hand, not only learned what was hers and what was Norma's, but saw her own property rights being protected as well. We parents are responsible for children's attitudes toward ownership and it is within our power to build in our children a sound basis of respect for others' property. But we must begin this building very early.

When the baby comes into the world, he has no sense of "mine" and "thine." On the contrary, he has strong primitive instincts that make him grasping and acquisitive. Anything he holds in his hands, anything that he reaches for and grasps, is, as far as he is concerned, his very own. A young child has to be taught gradually to make the distinction between what belongs to Sister, to Mother or Father, and what is actually his own. However, in teaching a child to respect the property rights of others, we must also be careful to respect this same child's right to ownership.

Very early, the child should be given his own possessions—toys, clothing, toilet articles, pieces of furniture such as his own chair and his own crib. None of his possessions should be taken from him without his permission. It should be made very plain to him that certain

things are his and belong to no one else. On the other hand, he should be taught that he must not take anything of Sister's or anything belonging to any other member of the family unless he gets permission to do so. He must learn to know what is his and what is not his. This last attitude is most desirable in a young child. But just how can this be taught?

Almost every day situations arise which furnish opportunities for helping children to gain the right attitude toward ownership. Our children learn much from the use of toys and certainly one of the most valuable lessons that can be learned through their use is a wholesome respect for the property rights of others.

Suppose that two-year-old Rob has seized his four-year-old sister's teddy-bear. Certainly the toy is not his. It is his sister Jessie's. Shall we wrench the teddy-bear away from Rob, leaving him enraged? No. It is better to give Rob something in place of the teddy-bear, something that belongs to Rob and to no one else.

"Here, Rob. Here is your little black woolly dog. Give Jessie her teddy-bear."

Clinging to his own

"No, Norma, that's not your doll. Give it back to Helen"



woolly dog, Rob will feel quite consoled. He will not feel absolutely deprived and helpless in the situation. At the same time, this young child will learn that some things belong to his sister Jessie and some things, such as his black woolly dog, belong solely to him.

If we parents follow this procedure consistently every time there is a quarrel over the possession of a toy, each child will soon learn to distinguish between what is his and what belongs to someone else.

ANOTHER way in which we can teach our children respect for ownership is by setting them a good example in our own parental attitudes toward their property. Mother has mislaid the scissors. As she is mending, she needs them to cut the thread. Which shall it be? "Get me your little scissors, Jessie. I need them," or, "Jessie, I wonder if I may borrow your little scissors. I can't find mine." Undoubtedly, the latter kind of request makes the child feel that we respect her ownership. The youngster, in turn, will be more likely to respect ours. Children are always eager to lend their things to us.

"Do you want a pencil, Daddy? Here. Use mine." This is the attitude of the average young child. On the

other hand, how seldom we parents ask the child's permission to use his things. We just take it for granted that, of course, we can use his tools, his scissors, his pencils and crayons. And yet we are honestly eager to have our children respect the property rights of others. Perhaps if we parents were more consistent in this respect, the child from two to six would never develop the habit of taking other people's things, the habit of stealing, to put it bluntly.

This habit frequently begins during the preschool years. Often this is merely because the child has not yet learned to distinguish clearly between what is his and what belongs to someone else. We have seen how this can be helped. Sometimes, though, the habit of stealing is due to other fundamental causes. Let us see what some of these causes are.

Occasionally we find a pampered child resorting to stealing. Such a child usually feels that he can have anything he wants. As we have noted previously, all children are under the influence of their primitive instincts. Their tendency is to seek pleasure and the satisfaction of their own individual needs without regard for the feelings or needs of others. "Civilizing" a child is a long, slow process. A child who has been spoiled, who has had his every wish granted at home, very often seeks further self-gratification when away from home. This often leads him to take things belonging to another child.

Little Donald Beale, who threw back his mop of dark curls and told admiring grown-ups that he was "four going on five," had become what is known as a "spoiled" child. Donald was an only child and had a host of doting relatives who showered gifts upon him at every possible opportunity. With so many toys, it seemed almost incredible that Donald had formed the habit of taking toys away from other children, but such was the case. Things came to a climax when six-year-old Gordon Drew presented himself at

the Beale home and voiced his complaints.

"Mrs. Beale, I want my music box, the one my Uncle Fred brought from Switzerland. I didn't mind Donald taking that little aeroplane yesterday but I just have to get my music box."

Tears glistened in Gordon's eyes. He had treasured the music box highly and felt the injustice of Donald's actions. Mrs. Beale sympathized with the child and set about righting the wrong immediately. Donald was ordered to return the music box to Gordon without delay and then was sent up to his room.

Aunt Carrie, who had witnessed the scene from the living-room, turned to Donald's mother, who declared that she was distracted over Donald's conduct.

"Mary Beale," said Aunt Carrie, "you'll have to stop pampering Donald. He gets everything he wants and if he doesn't get it, he just helps himself to it. Do you want the boy to become a thief?"

"But, what can I do?" countered Mrs. Beale. "I don't want Donald to bring home other children's toys, Carrie. He has enough of his own."

"Every time he brings home somebody else's toy," admonished Aunt Carrie, "make him give it right back to the boy he took it from. And be sure he does that every time, Mary, for it's the only way he will learn that other children own toys, too."

Mrs. Beale followed Aunt Carrie's advice to the letter, with splendid results. It's true that Aunt Carrie had no children of her own, and was dubbed an "old maid," but long years of teaching experience in a city kindergarten had taught Aunt Carrie much about children. As the neighbors said, she "could read them like a book."

Donald's Aunt Carrie had given very sensible advice. When a child has taken another child's toy, he should be requested to return the property to its rightful owner. This, of course, should be done in a quiet, unemotional manner with no great fuss made over the incident. Nor should a child be allowed to keep a toy he has "found." If the owner of the toy cannot be located, the toy should be sent to some charitable organization. At the same time, while the toy is under discussion, an appeal to the child's sense of fair play can be made. Surely he would not want anyone to take his new boat, nor the little car he got for his birthday. By the time a child has reached the age of five or six, he can clearly understand such an appeal. It is useless, if not positively harmful, to make a great fuss about the matter, or to punish the child severely for the theft. We must always try to remember that the child is (Continued on page 31)



"Oh, let Norma have it," said Helen's mother indulgently.

Should My Child's Tonsils Be Removed?

A well-known pediatrician gives the answer to a question being asked in many households today

by Henry F. Helmholz, M. D.

Illustrations by
ARTHUR E. JAMESON

SHOULD I have my child's tonsils removed? This is a question that is being asked in many households. So much is heard about removing tonsils for this and that reason that it seems as if the mere presence of tonsils were almost an indication for their removal. Although in the past more children in the United States have lost their tonsils than in any other country, the indications for tonsillectomy in recent years are becoming more strict and wholesale removal of tonsils is being avoided.



It must be said at the outset that it is impossible, by merely looking into the mouth of a child and noting the appearance of the tonsils, to determine whether they should or should not be removed. Experience has taught that the size and appearance of the tonsils can change so rapidly from week to week that a single examination is not sufficient to determine the necessity of tonsillectomy. The history of the child's development, his complaints and illnesses are the important factors in deciding for or against operation. The doctor who has periodically examined the child and has noted his development, and who has observed the child through his various illnesses, can best decide if and when tonsils should come out.

Inspection in school can accomplish only one thing in regard to the tonsils, and that is, if the appearance of the tonsils arouses suspicion, the child should be sent to his own physician for reconsideration of the question of tonsillectomy. The indications are found in the patient's past history, in local findings in the throat and neck, and in the presence of any disease probably resulting from tonsillar infection.

In one medical center of which I know, the consultants in the department of pediatrics and those in the nose and throat department cooperate concerning the removal of chil-

dren's tonsils. Members of the department of pediatrics bear the responsibility for the decision, and tonsils are removed on their recommendation because they have known the child in health and disease, and are thus in a better position to advise the parents as to tonsillectomy than is the specialist in diseases of the throat, who sees the child perhaps

only once.

Why should children have their tonsils removed? I consider that there are five definite indications for their removal: (1) obstruction of the throat because of their large size; (2) recurring follicular tonsillitis; (3) swollen lymph nodes ("glands") of the neck; (4) recurring acute inflammation of the middle ear; and (5) tonsillar focus of infection.

Tonsils frequently are large after an acute cold or tonsillitis, but only when they remain large in spite of a protracted period of freedom from infection should they be removed. These tonsils usually meet in the midline so that they hide the posterior wall of the pharynx and make the child's voice sound as if he had a hot potato in his mouth. The tonsils, by their size, interfere with breathing and with proper drainage of the nasopharynx. Only after tonsils have been enlarged for months should their large size alone be considered an indication for tonsillectomy. Too often an operation is advised because enlargement of the tonsils was noted at a single examination, such as a school inspection.

The second indication for tonsillectomy is recurrence of acute follicular tonsillitis. This manifests itself in attacks of acute illness with high fever, malaise, sore throat, and swollen lymph nodes. The attack lasts for three or four days and usually clears up

rapidly; but it may persist for weeks when the lymph nodes become infected. These attacks may recur three or four times in the course of a winter, sometimes even more frequently, and they have been repeatedly observed among infants less than one year of age. Recurring follicular tonsillitis is a definite indication for tonsillectomy, regardless of the patient's age.

The third indication is enlargement of the lymph nodes of the neck. This evidence of infection within the tonsils is of significance even when the tonsils appear entirely normal. Continued enlargement of the lymph nodes of the neck, especially of the so-called tonsil glands, just below the angle of the jaw, is a definite indication for removal of the tonsils. Here, again, repeated examinations are necessary in order to determine that septic absorption is persistent. When, in addition to the foregoing conditions, there is also tuberculosis of the lymph nodes of the neck, tonsillectomy is imperative.

The fourth indication for tonsillectomy is the repeated recurrence of infection of the middle ear. Formerly physicians advised removal of the adenoids only, but after finding that attacks of infection of the middle ear continued, and were stopped by tonsillectomy at a later date, they have since advised removal of both tonsils and adenoids.

The fifth indication for tonsillectomy is present when the tonsils act as a focus of infection for disease elsewhere in the body.

In rheumatic fever, heart disease, Bright's disease, and certain diseases of the eye and intestinal tract, the infection often gains entrance to the body through the tonsils. Although it is often difficult to determine the part that the tonsils are playing as foci in a particular case, it is generally accepted that they are probably the most important point of infection, and therefore should be removed.

The five definite indications for removal of the (Continued on page 35)





When Jerry, Senior, was a boy . . .

IT HAD been a painful scene between fifteen-year-old Jerry and his father. The scene followed Father's examination of his son's quarterly report card.

"If this is what all your outside activities do to your studies, you can just cut them out. You can give up that newspaper route and I'm going to lock that dark room. You spend all the time you should be studying, puttering around with that photography. I'm shocked, that's all. Just shocked. That a son of mine should have such a mediocre report!"

"Aw, Dad," remonstrated Jerry, "you don't understand. I'm not the scholar you were. I like school all right, but I'm not crazy about it the way you were. Why can't I do some of the things I like?"

And I don't believe their case is particularly exceptional.

Strangely enough, the greatest cause for friction between fathers and sons rises out of what is fundamentally a virtue.

There are few of us adults, fathers particularly, who do not come to our middle thirties with an uncomfortable feeling that somehow or other we are not going to be the geniuses we had thought we would be. It is with a sense of surprise that we finally accept the realization that we are not, after all, going to set the world on fire.

And so, what do we do about it?

Hope springs eternal in the human breast, and our own surrender is not quite defeat because, lo, there is Junior! In him our hopes blossom anew, and we shape and crystallize for him all the dreams and ideals that we, ourselves, have not fulfilled.

Leaving Junior's own ideas out of the picture, we plan for him, we set

the time, "If only someone had done this for me when I was your age, I'd be somewhere now."

Nor is this as tyrannical as it sounds. It isn't simply because we are determined to make him a better man than his father, but actually because he already seems that to us. Our Junior! Such a wonderful person! So keen. So eager. So capable. We may not have been so much, but our Junior is going to make up for that.

He's going to be the success we didn't quite achieve. And we are going to give him every advantage we, ourselves, didn't get. He's not going to feel, when he grows up, that his father didn't care, or didn't give him any encouragement or assistance.

Oh, isn't he?

The thing we do not take into account is that Junior is not a replica of ourselves. That our ambitions may not be his. That his abilities, his ideals and hopes may be different from ours. And that it is along the line of his hopes and abilities that his ambition runs wild.

They are the avenues along which he would appreciate a little encouragement and support. And they are the avenues along which he has the greatest chance of success.

So, when we are reproaching him for them, restricting his opportunity to pursue them, how much encouragement or assistance do you think he will credit us with?

All the enthusiasm and pressure and support we are giving him along the lines in which he is not interested, never touch him as support. To him, they are obstacles opposing his own desires; something he has to expend effort to overcome, instead of being an aid to his strength.

LIKE FATHER,

by Eleanor Hunter

Illustrations
by L. D'EMO

Possibly our own fathers, whose interest we never credited, did the same for us.

Take Jerry's dad, for instance. We'll call him Jerry, Sr., to keep the record straight.

I happen to know that he was a born student. He always loved books. He was always hungry for more knowledge. And every minute free from his other duties, he spent in studying. It was not a hardship for him. It was his pleasure. It was what he wanted to do.

But knowing his old father, and the kind of gruff, hearty, objective person he still is, I can well reconstruct the same period in their lives.

No doubt he was just as proud of his son as the present dad is of Jerry. No doubt he had as high hopes for him. But I can well imagine that these hopes revolved around his boy going into the building business, developing a commanding power over other men, knowing all the ins and outs of construction, growing a strong and burly body so he could battle his way through any situation.

I can imagine him standing over this studious boy whose nose was always stuck in a book, and experiencing a sinking feeling of the heart.

I can imagine him prodding his son by every means he knew—suggestions, demands, ridicule—to go out and join the boys in rough-and-tumble sports. I can imagine him striving earnestly to interest the boy in the satisfactions of constructing great buildings.

And I can imagine his own bewilderment and chagrin at this child's obdurate indifference to all his efforts. His wondering how he ever came to have a son like that. His hurt and discouragement that the boy could not see his way and would not accept the help he so anxiously wanted to give. Yet this same boy grown up is now one of the men who is so determined to give his son the help and enthusiasm he feels his father never gave him. But, like his father before him, he also is sure that only his way is right. And

R, **UNLIKE SON**

Hope springs eternal in the human breast, and our own surrender is not quite defeat because, lo, there is Junior!

his son takes exactly the same attitude to it that he took to his father.

Parents find it very difficult to widen their vision enough to accept kindly their children's desires which seem so foreign to the parents' plan. To recognize that their ambitions may be different, their abilities different. But that this does not make them any the less fine.

If Jerry's father could get over his hurt because Jerry is not the student he was, he might be able to see that Jerry's other abilities are very worthy. If he could see that, after all, his own faithful study was not so virtuous because, actually, he was doing what he wanted, just as Jerry's photography and newspaper work are what he wants to do, he would gain a fairer perspective on the case.

If he could see that, understand Jerry's rightful objection to being made over, just as he had objected to his own father's efforts in that direction; if he would try to meet Jerry on the ground where Jerry's interests lie, then he could establish that bond of sympathy between them which he never felt with his own father. Then he would be able to give him the encouragement and support the child so wordlessly craves.

The fact that Jerry's marks are not exceptional is of no importance. It doesn't make Jerry a failure. It doesn't establish him as a mediocre person. *And it should not be used to make him feel that he is.*

If some other man were to meet Jerry on the street and beat him up brutally, Jerry's father would be raging with fury. And yet, such a beating-up would not actually do Jerry as much

permanent harm as does the inferiority feeling his own father gives him, making him suffer the misery of thinking himself a failure because he can't do better in school.

The virtue of our own ideals of our children as the super persons of the world, can react very disastrously. It leads us to intolerance of their struggles, and impatience with their inadequate results. We know they are so wonderful, we unreasonably expect them to live up to our impossible ideals of them.

When we are expecting such perfection from our children, how often do we stop and consider the number of times we, ourselves, have failed in our efforts. Yet we have had more ex-

perience, more opportunities, presumably more wisdom with which to meet our demands. If, with all of that, we still sometimes fall short, why should we be so harsh on the failures of our children who are just in the process of developing their ability? Only because of our great love and our great expectations of them.

BUT if we want this love of ours, this eagerness of ours to boost our boy along the path to success, really to be a staff to him, we must exercise a little intelligence in understanding him. We must forswear our own preconceived pattern of what his perfection must be.

We must (Continued on page 34)



"I'm shocked, that's all. Just shocked."

"Aw, Dad, you don't understand."

• THE ROBINSON FAMILY •



"Oh, Mother, *must* you go over *that* again?
Why in the world do you worry?"

by MARION L. FAEGRE

Illustration by ARTHUR E. JAMESON

Why Do You Lie Awake Until I Come Home?

"**W**HY, Grace, how nice! It's days and days since you've dropped in!" exclaimed my sister, springing up from the couch where she was lying reading when I came in.

But as she spoke she smothered a yawn, and I couldn't help wishing I hadn't interrupted her quiet time.

"Don't get up, Mary. We can talk just as well or better when you're stretched out comfortably."

"I *am* as sleepy as a dormouse this afternoon," she admitted. "I was awake until all hours last night. Molly didn't get in until one-thirty, and when I get nervous, waiting to hear her come in, I get so thoroughly wide awake it takes me ages to go to sleep."

"Where was Molly?"

"Where was Molly?" echoed that young lady, coming in like a flourish of trumpets. "Oh, Mother, *must* you go over *that* again? Why in the world do you worry? We just stopped over at Helen's house after the show, and made sandwiches, and stuck around."

"Yes, but you were expected home by twelve, and it was nearly one-thirty when you got in."

"But how could I help it if Bob had to drive all over town taking other people home?" she wailed. "I didn't

know George didn't have a spare tire!"

"Was there any reason why you couldn't have telephoned us as soon as you knew you were going to be late?" asked her mother. "Father and I wouldn't think of being an hour and a half late without letting some one know."

"Well, honest, Mother, I never thought of it. It does seem so *silly* of you to worry!"

"**W**HY do you worry, Mary?" I asked, when Molly had gone out.

"Who wouldn't worry, when the cars begin to roar by so fast after midnight?" she retorted. "Those boys are so young. I don't ever feel quite at ease about their driving, and more than that, I get to thinking about how wild youngsters can act when they get together, and wondering if some of the girls and boys Molly goes with are that type. It's not exactly that I don't trust Molly," she went on hesitantly, "but she's easily influenced by friends whom she admires."

"In other words, you *say* you trust her, but you don't, completely." I couldn't help showing my amusement. "Now, Mary Robinson, if you don't after more than fifteen years' training,

in which that child has absorbed the standards of behavior that you've shown her are desirable—if she hasn't got character enough to stand up for her own beliefs now, she never will have! That's what *I* believe. If you had sheltered and pampered her, and let her have her 'own way,' good or bad, and then had let her whirl off suddenly into adolescent independence, you might have reason now to worry. But if she hasn't developed enough emotional control and common sense to keep her out of the kind of 'trouble' you and so many other mothers are always fearful of—why then you might as well give up. I don't blame you a bit for being concerned about driving hazards. But you're going to make Molly awfully disgusted if you whine about it. Why not let *her* set the hour by which she's to be in? And put it up to her that she's responsible for letting you know, if something happens to keep her longer, that's beyond her control. I really think letting her have the leeway afforded by being the one to tell *you* when to expect her at home may help some. Children that age do love to direct their own affairs. But aren't they woefully lacking in imagination! You have to get used to their being pretty callous about other people's feelings. Molly can't see why you should always be thinking about her. She's not always thinking about you!"

Next Month:
TOMMY TAGS ALONG

WHAT DO WORDS MEAN TO YOUR CHILD?

by Rollal Wright

HOW pridefully you watch the mental progress of your child as he triumphs in the stupendous adjustments which must be made by every infant to an entirely strange universe. How earnestly you encourage him as he lisps his first captivating words. Soon your baby no longer expresses his wants by funny wordless sounds or by reaching toward a desired object, but has at his command a delightful repertoire of familiar nouns, pronouns, adjectives, verbs, and simple sentences. From this point, however, are you as concerned with your child's mental development as with his physical growth? Are you as eager to provide means to augment his intellectual equipment as you are to promote his bodily health?

Each human being can show his mental reactions to environment only by muscular motions and through language. As the child grows to the adult he becomes more and more dependent on the latter vehicle of mental expression. The numerous advertisements which promise to make fluent, self-assured speakers or writers of all who will remit a prescribed fee demonstrate a lack in the intellectual equipment of many adults. Obviously, ideas find expression in words, and forceful intellectual ability depends, therefore, upon the use an individual makes of these basic media of thought.

The quiet, insistent, triumphant might of words should not only exact our wonder and awe, but challenge us to become their master. In the final sense, a word is a deed, for words, transformed into deeds, change the thought and, therefore, the actions of men as they develop in either their individual or their corporate social lives. Behind the American and French Revolutions were the words of Thomas Paine, the French Encyclopedists, and other opponents of absolutism. Back of modern science are the articulated concepts of Nicolaus Koppernigk (Copernicus), Francis Bacon, Isaac Newton, and innumerable other great thinkers.

THERE are about 400,000 words on the keyboard of the English language.

Every person must play upon this vast organ of expression, adapting it to the needs and aspirations of the human mind. Some regard language as merely a practical utility and use only the manual of commonplace phrases. Others find language not only a fascinating art, but a perpetually alluring, complex quest. They become attuned to its pulsating melody and its delightful overtones; their thoughts, running easily through the gamut of speech, flow in lilting cadences and sonorous arpeggios. There are words for all moods—happy as children's laughter, soft as a mother's croon, sweet as bird songs, or stirring as martial music. There are words that express finer shades of meaning, some concisely exact and others that symbolize abstract ideas.

Shakespeare, Milton, Shelley, Tennyson, James, Spencer, Huxley, and a galaxy of others had an enviable command of words. Lincoln, by his use of apt though unpretentious words, has a high place among the writers of great literature. Woodrow Wilson had a working vocabulary of 53,000 words; Calvin Coolidge, despite his reputation for silence, used 27,000 words; ex-President Hoover can put 25,000 words at work; and President Butler of Columbia University has a recall vocabulary of 35,000 words. The average adult uses less than 12,000 words.

The world needs men and women who have the ability and courage to think. Pioneer days, calling for physical courage, are largely in the past, but equally thrilling adventures, requiring mental courage, lie within the portals of the present. You can offer your child no greater gift than the opportunity to become contacted with the materials and methods of thought. Mental power is not easily possessed and, like strength of body, must be developed as part of one's life. It is based upon the fundamental virtues of honesty, perseverance and stamina.

The responsibility for a child's mental and moral growth, as well as for his physical development, still rests fundamentally upon the home. It begins early. Only a child can feel the full untarnished beauty of the world

about it. Children's minds are plastic and, with all the bounty of life, should be filled with the essence of truth and loveliness which will serve as useful and joyful foundations for living. If your children have mental strength they are assured the ability to be effectual which produces the fundamental satisfaction called happiness.

When a child begins to form simple sentences, he most desperately needs the cooperation of his parents. It is high time for them to discard "baby talk" and to speak in sentences which are grammatically correct. Children learn their conversational style, their pitch of voice, as they learn most other things, from their parents. Answer a child's question carefully. Use simple terms, but do not hesitate to use an occasional four- or six-cylinder word. A three-year-old has been heard to designate a certain experience as "particularly" pleasing, and, when questioned, to show a satisfactory understanding of the word. Read to a preschool child from material selected not only because of its adaptation to his years, but also because of its well-phrased style. Remember that children love and are extremely sensitive to the imaginative figures and rhythmic patterns of poetry. Incite your child frequently to memorize beautiful thoughts of his own selection.

PARENTS' responsibility is enhanced, not diminished, when a child enters school. You must not only cooperate with the school but supplement its work. Take pride in your own conversation. Listen to your child's oral narrations and descriptions with a critical, but inoffensive concern for his language. Tactfully suggest, now and then, that he ought to complete a sentence, rephrase a lamely-expressed thought, or seek a synonym or holophrasis. Be very, very careful, however, that you do nothing to discourage originality or naiveté in your children's expressions.

Play word games with the children. In addition to the familiar object or word-describing games, you can devise, with the children's help, contests demanding dexterous use of difficult verbs (lie, lay, e.g.) or a careful selection of pronouns after the copula or after prepositions. From time to time, designate a week during which an interesting new word, discovered by any member, is reported to the family group. Father and mother will come

upon words whose derivations and meaning have novel features and of which they can tell interesting stories. (Adults will be amazed at the mental orientation such a presentation will give them.) Occasionally—though it is a negative rather than a positive application—appoint a day when every grammatical error on the part of each member of the family will incur the forfeit of one penny an error. (Adults may have to watch their words, too.) The proceeds of this exercise will furnish the beginning of a fund with which, perhaps, to purchase some good book.

Furnish a quiet, comfortable place in which each child may read, write, draw, study and think. See that the light is correctly adjusted and that the chair is comfortable. Provide each child with a juvenile-height table or desk of his own. Let him have a place where he can keep his own books. A child enters upon the wealth of the world's best thought as soon as he makes the first associations between the written symbols and the concept of a word. What a child reads will probably be the most influential portion of his intellectual training in both ideas, the fabric of living, and ideals, the thread of life. He who delights in fine literature usually secures for himself the beauty and serenity so prized in a mechanized world. Do not leave the choice of books to the chance Christmas or birthday selection. Find out what are the best books for children of different ages by talking with other mothers, with the teachers, with the children's librarian at your local library; then freely buy these books as a nucleus about which a child may establish his personal library.

Utilize the facilities which the local library offers your child. Most libraries will issue a card, with which he may borrow books, to a child of school age. The library maintains a department of selected children's books, pictures, magazines, and reference material. Encourage your child to find the answers to his questions himself. Go with him to the library at first, and help him to look for his answers. Show him how to use some of the reference books. Help him to learn to take intelligible, succinct notes and to file them subsequently in a systematic way.

Interesting, successful people use, all their lives, facts on various matters of personal or vocational interest. They do not clutter their minds with a mass of details but know how to find quickly the desired information. They are aided by having learned, when young, how to take neat, terse, usable notes.

Have at home reputable encyclopedias, in both an adult's and a child's

edition. Every home should have an up-to-date unabridged dictionary, also. Above all, if funds are limited, see that a child has at hand a good dictionary. It is a most worthwhile investment. Get a standard edition which contains at least 30,000 words. Suggest that the child check a word the first time he looks it up. If he has occasion to look it up again, he is, by the checkmark, fairly warned that it is a word which he needs to study until he understands it enough to use it.

A child will soon discover that he

PARENT TO A CHILD

by Eleanor A. Chaffee

*Go now, intrepid wanderer, and alone:
Love breaks the chain before it is too late.*

*The delicate blossoms that my love
has sown*

Have come to harvest, and I may not wait,

Or charm a second blooming in this place.

I know so well the road that you will take,

The changes years will fashion in your face,

The scars that you will bear for sorrow's sake.

*Only go upward: upward all the way,
The sun forever on your golden hair,
And light about you so that each fair day*

Reflects from any armor you may wear.

Go now: my love, unseen, will follow after,

Close in your grief, or thrilling to your laughter!

has two vocabularies: the one he "knows when he sees" and the one he can use when he writes and speaks. The first is usually known as the recognition vocabulary, and the other as the recall or working vocabulary. Professor Lewis Terman of Stanford University, by test, has determined that an average child at eight years of age knows 3,600 words; at ten, 5,400; at twelve, 7,200; at fourteen, 9,000. Superior adults recall 13,500 words. The recognition vocabulary contains about three times as many words as the recall vocabulary. When a youth arrives at the point where he must assail abstract philosophical or scientific works, a well-built recognition vocabulary will facilitate immeasurably both his pleasure and understanding. Words will shift automatically with use from the recognition vocabulary to the recall vocabulary. Never countenance the

flippant use of words as a flamboyant accessory in expressing ego. Appropriate words are merely useful counters in the age-old game of expression and self-expression.

Vocational success depends in no small measure on a discriminating vocabulary and its owner's skill in crystallizing figments of thought into virile, trenchant sentences. As one extends his vocabulary, he extends his power over others. As he becomes sensitive to the varied appeal and connotation of words, he in equal measure increases his chance of convincing others. But words, in themselves, are unmounted gems. To be usable they must be firmly embedded in a setting of correct idiom and syntax, fused with a basic knowledge of English grammar. The acquisition of a style in language is as difficult as any art, demanding equal effort and practice and insuring proportionately priceless results.

WHILE a juvenile ought to read, digest and enjoy the mighty masters of English expression, it is equally important that he be receptive to what is outside of books. No one can acquire a sensibility to speech tone except by exposure to and assimilation of its timbre—the precious individuality of language. Support contacts which stimulate a child's ingenuous admiration of well-spoken English. The leaders of the pulpit, the forensic platform, the stage, and the radio, as well as other persons of culture and accomplishment, have mastered an idiomatic style or a right and happy selection and arrangement of words. Moreover, they usually have acquired skill in diction and articulation.

Encourage your child to keep a diary or journal since self-expression is a very worthwhile practice. Sanction the pursuit of a hobby, whether it be bugs, stamps, or airplanes. This may be merely a valuable exercise in minute examination and elementary classification or it may be the ground work for a future vocation or avocation. Urge your children to participate in school debates, forums, plays, or other opportunities which will call out their speech resources.

There will come innumerable occasions when your son or daughter will appreciate, though unconsciously perhaps, his or her early intellectual background. He—or she—will be spared many of the embarrassments which other adolescent boys and girls experience, since self-confidence and social ease consist mainly of doing and saying things correctly, easily, and interestingly. Since there is no attribute by which a man, or woman, is judged so quickly (Continued on page 33)

Self-Portrait of a MOTHER

by ETHEL M. CLUGSTON

Illustration by RUTH KING

"Gratitude is the language of the heart—the music of happiness—the want of it troubles us"

I SOUSED the hose with a vengeance in the rinse, dried my hands, gave one quick glance over the upstairs to be sure I was through up there, and hurried out into the bright garden. Bob was poised on his "bike" for flight to school. The scarlet sweater reminded me of his proud words, "My mother knit this sweater for me. Isn't it swell?"

With his arms around my neck, I made a final close-up check of ears, neck, and teeth. Then he rode off down the street, waving, "So long, Mom!" Relief that he was finally on his way was tinged with loneliness as I returned to the empty house.

I reflected gloomily. Breakfast had been executed fairly successfully. There was no burnt toast this morning. Daddy's eggs were salted too

much and the coffee was too weak for him. Bob ate his cereal despite the usual complaint, "Sister thinks she's so smart now that she's sixteen and doesn't have to down this awful stuff." Sally drank her glass of milk, assured that all of the cream had been removed and that milk does not make one fat.

The 'cello and Sally were deposited for orchestra at high school and the car brought back so that Daddy could have it at noon to go to his luncheon club. The upstairs was finished. Sally had made her bed, but had failed to pick up her pajamas and a pair of shoes. That means ten cents off her allowance. I must write that down in my record book.

I sighed. It's nearly nine o'clock. I must order my groceries. Those eternal dishes must be done; the collars turned

on two of Daddy's shirts; Bob's coveralls patched ready for football tonight; the downstairs vacuumed and dusted; some sort of macaroni or rice dish concocted for lunch—that grocery bill is mounting; a cake baked to serve to the P.T.A. Program committee this afternoon. (Why did I take that job? She was my Program chairman when I was president, and I just couldn't refuse.)

Oh, yes! I must make some inquiries about that date Sally has tonight. She likes the boy so much. Daddy makes such an awful scene if she wants to go out with a boy whose family we do not know. That's their business, though. Why not let them fuss it out?

I sighed again. No one seemed to consider my plans. I have been general flunky around here. I wanted to learn a good game of contract. I wanted to write at least two hours each day so that I might learn something from this creative writing class. Here I have to fuss and fume about all these trivial details!

My neck lost some of its rigidity as I sat down at the telephone in the hall. Those two parallel lines between the eyes and that droop of the mouth reflected in the opposite mirror frightened me. The newspaper of the night before lay there opened on the editorial page. The headline "WE SPOIL THE SUNRISE" caught my eye.

I read the first line written in large type, "To begin a day right is—" what? I wondered. Picking up the paper, I continued, "is a pretty good guarantee of ending it with some semblance of joy and content."

Certain lines seemed to be thrown directly at me: "Half the trouble in the world is due to the fact that you and I never get in the mood of acceptance. We urge a thousand prejudices against whatever happens."

On the opposite page was a poem by Amelia Earhart starting with these lines:

Courage is the price

That Life exacts for granting peace

(Continued on page 34)



"Those lines between the eyes and that droop of the mouth reflected in the opposite mirror frightened me."

EDITORIALS

The P. T. A. and the School

IT is a genuine joy which I feel in being asked to contribute to the NATIONAL PARENT-TEACHER, for I am always glad of an opportunity to speak of the valuable work being done by that loyal army of parents and teachers over the nation fighting for better training for their children.

Success in a democratic country does not come to public or quasi-public activities by chance. There must be planned cooperation. The idea of expecting the work to succeed because "it is a good thing" is laden with many potential disappointments.

So it is with education. Just because education is "a good thing," there is no guarantee that the community will rush to its aid in time of stress. Plans must be made for its success, and this success calls imperatively for cooperation. No school board can carry the schools any faster than the public can be carried.

In seeking to get this cooperation from the public for our schools, the aid of the P. T. A. is indispensable. Its workers, tireless and painstaking, are liaison officers between the school administration and the home. They carry back to the home of the taxpayer the knowledge of what the schools are doing. They are the ones who see the need of new buildings, more teachers, or the success of an educational "frill" and make possible the public support for these necessities.

Not only is the P. T. A. thus the school administration's best aid in public relations activities, but it is also the invaluable assistance in humanizing the application of the school program. The school board, being a public body charged with the use of public money, must give an account of every dollar. Many dollars are needed, in the administration of a school, in places where the statutes may not permit their being used. It is here that the ever-watchful eyes of the P. T. A. find an opportunity for service. Perhaps it is free lunches, clothing, unfurnished books or equipment, landscaping of the grounds, or refreshments for visitors. These are the human touches, the administrations of love, that sweeten what otherwise might be a cold, legalistic operation.

And, of course, while the parents are thus helping the school administration to do more for the children, they are

making it possible to broaden the base of the adult education program. Every visit to the school, whether it be of a child or an adult, should be made the occasion of life enrichment.—C. B. GLENN.

Vacation

A FATHER was once trying to explain why his son had failed in college by telling the story of the first day when he took him to the primary school. As, hand in hand, they neared the big schoolhouse, the boy turned to his father and asked, "Daddy, when does vacation begin?" According to the father, vacation had been his son's main interest ever since—he had never "taken hold" of school. Yet with some guidance and an interest in a true vocation, that same boy eventually used his strong body and tough brain to get a good medical education, and became a successful physician.

Here in America we think in opposite terms of school and vacation; but they are both of vital importance in training and developing our boys and girls. In many ways the vacation period can be even more useful than the school in building self-reliance and character, and in helping the body and the mind to grow. There is often a real advantage in change of environment and associates. Often, unfortunate relationships are broken, and more wholesome ones substituted. In vacations there are always a better chance and more time to learn to do things that are not scheduled by the schools.

Whether a youth works at some new task, or goes to a vocational school, or finds his way to a summer camp in the forest or by a lake or river, is not so important as it is to have a change—to get new experience and to exercise the body and mind in new ways. Most valuable of all is to get close to Nature, to see beauty in the skies and the fields, and to learn of life and its ways. The most important thing is to learn to do things without too many of the trimmings of civilization. The boy who makes his own bed on the ground, who fights for comfort in a sudden storm, or who has to camp on unfavorable ground, is getting more than he could in the same length of time at school. The same can be said for a girl who cooks at a smoky camp fire and gets results that can be praised by those who eat with her.

Our children have so much that they

take too much for granted. With the motion pictures, radio, automobiles, etc., they want to be constantly amused and entertained. In vacation they should learn to entertain themselves. We need not fear that the boy who likes to hunt and fish with his father or friends will turn into a "lounge lizard." There are risks in vacation, but it is worth it. Adults can plan and prepare, but over-guidance at vacation times breaks the charm. Boys and girls need freedom to be on their own, to do things by themselves and for themselves. The sense of liberty that goes with the thought of vacation is its most valuable quality. If we can preserve this, and have with it a sense of personal responsibility, invaluable lessons can be given in that self-management so essential to sound living.—RAY LYMAN WILBUR.

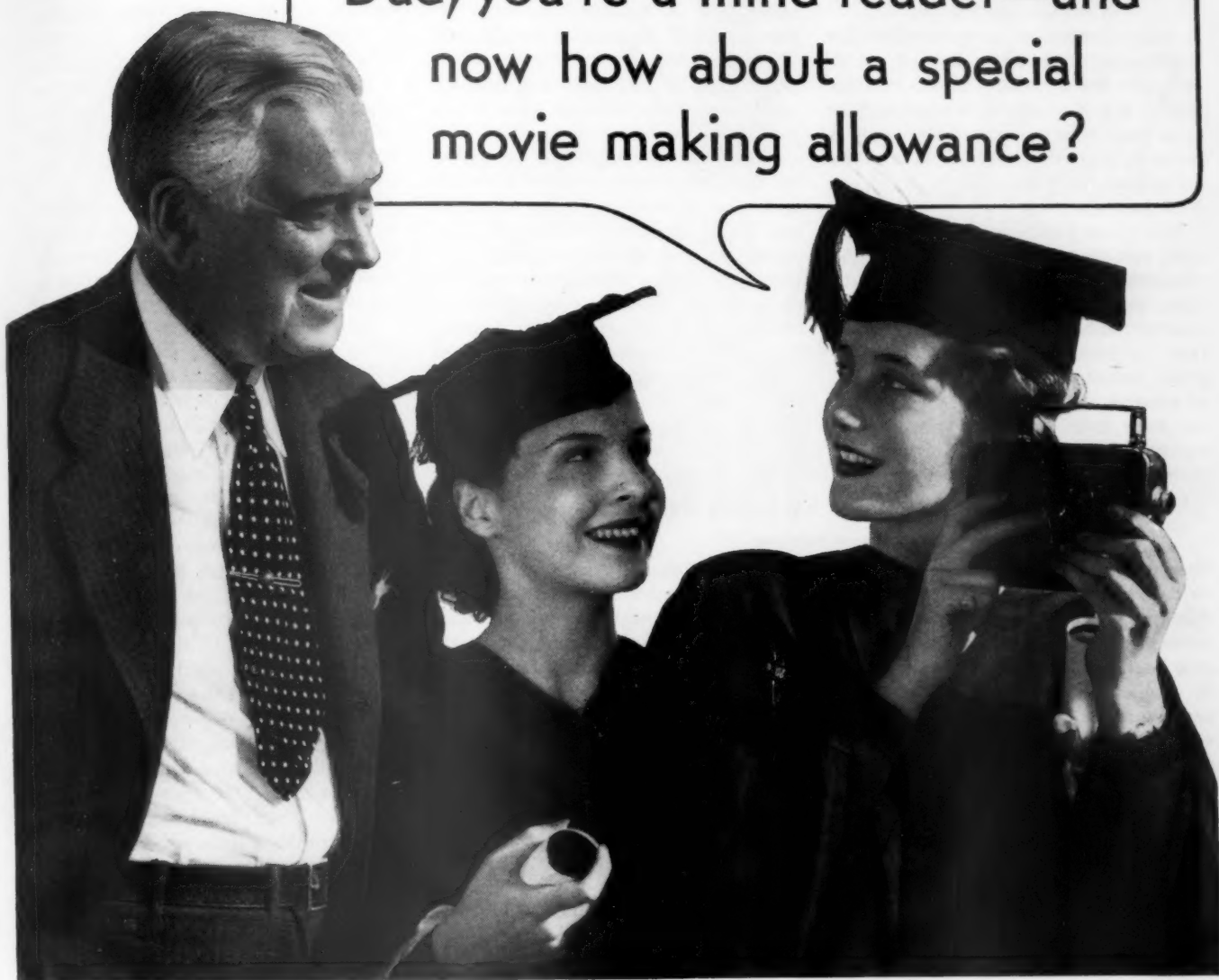
Parents and Teachers in a Changing World

ANY person setting himself up as an expert on child nature, on parent needs and family life in general, has entered an extraordinarily complex sector of human aspiration. Nowhere are mistakes more costly or discoveries more warmly received. For no parent and no teacher, however cynical he may be about his own accomplishments, or about the world in general, would deny to childhood still another chance to make good physically, mentally, socially, and culturally. Nobody is too low to want to do something good for children, but strangely enough, almost all of us are too ignorant to know how to do it.

We have an insight perhaps comparable to the best of the ancient Greeks as to what human nature must have for its permanent nourishment. But alas, this is coupled with a social impotence amounting at times to a catalepsy in taking the first steps toward such a life. Loving the child, the home, the friend, we engage periodically in the stupid killing of youth on a grand scale; placing the highest value on the human personality and the human spirit, we prescribe a daily activity for children and for ourselves which may be deadly in its boredom and futile in its end results.

To the individual parent, all talk about warfare and welfare and organization and planning and politics may imply rather (Continued on page 24)

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EDITORIALS

(Continued from page 22)

a heavy burden of responsibility. No doubt many of us feel a distinct homesickness for a cleaner and a simpler world. But if anything is crystal clear it is this: that we can move on to a simpler, cleaner, and better world only by giving some thought to it in the here and now.

The great problem in child welfare is to restore to the human family the elemental comforts of fresh air, sunlight, grass, trees, and gardens; to be healthy; to have work; to have recreation; to have security; to engage in great common enterprises. In short, to achieve at long last the freedom of the race from drudgery, breakdown, and despair. As a result of remarkable

technological improvements, all this is now perfectly feasible from a material standpoint. The question is, when will it be feasible from the psychological and social standpoint? When shall we, as men and women, be as efficient as the machines we have made, and when shall we learn to devote this efficiency to high aims?

I think that beyond even the teacher, the parent is in a position to lift up human standards. In the home, we can learn about children and about ourselves, and when such learning is corroborated and extended by research and demonstration enterprises, we can feel sure that we are on safe ground. While our economic and political leaders are strengthening social structures from without, parents with the help of teachers can build up the child from within.—GEORGE D. STODDARD.

ADOLESCENT ADVENTURERS

(Continued from page 9)

they ever played Post Office, and fail to remember the boys and girls who fascinated them back in the first years in high school. If they only realized how much of Mary's time is taken up in wondering if the boy in the front seat really likes her. The younger adolescent often has the funniest ways of showing his affections. At times these young people actually delight in annoying each other. More often than not, it is the girl who is the aggressor. Sometimes there will be quite a bit of friction between the boys and girls as two distinct groups. Once again the question of fair play enters the scene, for most of the boys firmly believe that the girls should be treated as they are, not shown any favors because they are girls.

One afternoon last winter Sara came to me with a bruised eye, saying that Howard had hit her with a stone. Howard readily admitted doing so and was sorry that Sara had been hurt for it was Betty he had been aiming at. As the story turned out, it was Betty who had started the whole thing by trying to get Howard's attention across the school yard. One stone led to another, and by the time I called them in Howard was extremely angry. The only way I had of making them realize the error of their mistaken judgment was to keep them in after school for the rest of the week. I realized afterwards that although they recognized the justice of paying for their mistakes, it really wasn't a hardship, for weren't they staying in together?

Adults often misinterpret the actions of children, if only because of their advanced knowledge of the world. One winter I tried teaching a group of high school freshmen girls in the Sunday school. They were wide-awake and interested in all that was

going on. When the minister offered a series of sermons on Christian living, they were especially eager to hear what he had to say about Christian amusements. They came away confused and indignant, particularly at what he said about dancing. Virginia fairly exploded with wrath, "I didn't know what he was driving at but I can guess! I wonder what he thinks we are. When I dance I never think about anything except the music and the dancing. It's fun to me."

TEEN age children, and those just approaching this age, like a definite goal to reach. They want to know that for so much work they'll receive just so much credit. Naturally, like the rest of us, they often need guideposts to mark their course. I have been amazed at the pleasure they derive in absorbing the magic of the written page. Two years ago I made an experiment with a seventh grade literature class. Instead of teaching the same lesson to the group as a whole, we used a plan whereby the individual child could proceed as fast as his ability and interest permitted. Part of the yearly plan was the memorizing of several poems which the child could choose for himself from a list compiled for that grade or, if he so desired, he was allowed to substitute one of his own liking. As you may imagine, some of them chose the shortest ones. It was amazing to watch what they would pick. One that I remember one of the boys choosing was that lovely bit by Sara Teasdale that begins, "I am a cloud in the heavens height, The stars are lit for my delight."

If I were allowed only one wish for each child, it would be that he might be surrounded with an abundance of reading material so that reading for

the pure joy of it would become as natural to him as breathing. As part of that same wish, that each one could be free to read without being told that he was wasting time. The child who forges ahead in history or geography is the one who enjoys reading, for his imagination is so developed that for him the men of history live again and he himself makes the geography explorations.

These young people are especially shrewd in analyzing the shortcomings of others. They expect you to know what you are doing. It is far better to admit frankly that you do not know—suggesting instead a probable source of information—than to try to bluff the issue. The normal child is keenly interested in what is going on in the outside world and with the radio, moving pictures, and newspapers, often feels that he knows more than you do—and sometimes he does. He likes nothing better than to discuss any question that may arise and it can be almost anything from Saturday's football game to the latest murder.

I have had teachers in the lower grades and some of the parents tell me they wouldn't want to work with adolescents for all the world, they are so "fresh." A great deal of this freshness can be laid to impulsiveness. They speak without realizing how it is going to sound. Often they haven't the least idea they are being impudent. One learns that there are times when it pays to be deaf, dumb, and even blind. A good laugh often helps to clear the atmosphere for everyone.

One of the first suggestions I received as a teacher was given to me by my supervising principal, a man who has had wide experience in dealing with children. It was that I should be kind but firm. If you aren't, life can be made miserable for you whether you are a teacher or a parent. A child soon learns whether there is going to be a mutual partnership or whether he is going to be the boss.

I can't help but wish, sometimes, that the older members of the family would be more careful of their conversation, especially when Joan is sitting in the next room apparently absorbed in her book or home work. The twelve- and thirteen-year-old child is just as much a mirror as his younger brother or sister, in reflecting the attitudes taken in his home toward any topic or person. The querulous, exacting child usually has someone at home who is unusually critical or too fond of finding fault with his neighbors.

Although so careless in many ways, these youthful adventurers respond to courteous treatment as well as you or I. If you are careful to say "please" or "thank you," you will find the child giving you the same response, perhaps not at once (Continued on page 26)



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● Even before forks were invented, beans were one of the world's important foods, fed to husbands in nearly every part of the habitable world. But today your family can enjoy them at a peak of deliciousness prehistorics never knew about. They come in cans . . . young, crisp, stringless.

You'll find four varieties in practically every neighborhood store: Refugee, Kentucky Wonder, Golden Wax, and Yellow Wax. The first two are deep, rich green; the last two a golden yellow. All are especially cultivated for the canners. At the canneries they are graded for size. The smallest are the fancier grades; the largest are usually "Cut".

Learn to know all these delicious stringless beans. On your next grocery order include a can of *each* variety.



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Within quick hours of picking they are carefully cleaned, graded and *rushed* into cans . . . their garden-freshness intact.

Then they are cooked in *sealed cans*, so that nutritious elements natural to this vegetable cannot be lost, as they may be when cooked in an open saucepan at home.



* The only other way is to have a garden, so that you get them just as soon as they are picked, sort out only the youngest, crispiest beans, snap them, wash them, then *seal-cook* them as a canner does.

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In writing to advertisers, please mention the NATIONAL PARENT-TEACHER

ADOLESCENT ADVENTURERS

(Continued from page 24)

but it will follow. The old saying, "Sugar catches more flies than vinegar," is as true today as the first time it was quoted. To admire Frank's new sweater will bring out the story of how his mother made it for him. Tell Ruth how often you wished that you might be as tall as she, and you will see her straighten up to her real height. I recall how Paul used to come to school looking as if he had rolled out of bed into the classroom. One morning he came in with his hair cut and it was all slicked back. I had the chance to tell him how nice he looked

and, believe it or not, he has been combing it carefully ever since. True, his hands and face are still dirty more often than they are clean—one can't expect miracles.

Ours is a small grammar school and the children graduate to the high school in the adjoining town. For some, it is a tremendous step to take, from being one in a class of fifty to being almost a lost soul in a group of two or three hundred. Naturally the first few weeks are the hardest but if the child continues to dislike high school there is usually some reason for it. It some-

times takes only a few minutes or perhaps hours to go over the situation with the child or his teachers and his whole idea of school may be changed. I met Harvey on the street one afternoon in late October and to my surprise he told me he didn't like school at all and was thinking seriously of quitting. I couldn't understand it for I knew he had been looking forward to going, especially so that he could do more advanced work in art at which he particularly excelled. Upon my asking him about his classes, I discovered that owing to a conflict in his schedule he wasn't having any work in art at all but instead was in a singing class, the only boy among thirty-five girls.

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IT'S UP TO US

What Children Do

by Alice Sowers

ILLUSTRATIONS BY RUTH STEED



Girl: Why can't I go?

Father: Tell her you haven't finished your work.

Mother: Oh, go ahead; I'll do it for you, Ethel.



Girl: Georgia wants me to come over.

Father: Tell her you will come as soon as you finish your work, Marie.

Marie's parents agree; at least, Marie does not find herself torn between divided opinions, bewildered by conflicting ideas. She has the security which comes from living in a home where there are mutual confidence and respect between parents—a security which is needed in this age of change and uncertainty. Ethel's mother means to be helpful. What is she really doing by changing a decision which Ethel's father has already made? She is helping Ethel learn that coaxing may bring the desired result and that she need not pay too much attention to what Father says. By doing her work for her, she may be helping Ethel to join the ranks of girls whose mothers say, "I do not know what to do with my daughter. She seems to have no sense of responsibility." Marie also gains what she wishes, but she earns it. She goes to her friend's home *after* she has finished her work—not *instead* of finishing it.

I stopped at the high school office and went over the situation with the principal. The outcome was that Harvey went on with the work that he loved and with a new interest in the high school in general.

CHILDREN are almost as much interested in their teachers as the teachers are in them. In fact, they take a personal interest in all that they do even to the clothes they wear. I remember the story about the little girl in the kindergarten who took the principal by the hand and asked him to come in and see Miss Kennedy because she had a new dress on. The older boy or girl doesn't lose this interest and for this reason alone I try to be especially careful about what I wear to school. Sometimes I purposely wear a vivid dress; it does us all good.

I have almost reached the end of what I wanted to say about these adolescent adventurers. There is just one thing more, that is what a wonderful thing it would be if they all had sufficient rest. Many of them don't go to bed until after eleven. They tell you the best programs don't come over the radio until late, or perhaps there is a double feature at the movies that they just have to see, or something else happens to keep them up. They need their rest. The school day alone keeps them far busier than most adults realize.

As I read over the words I have written, I realize that many of the incidents that I have quoted have been those that have happened within the past year. This I believe to be only natural. After all, it is the boys and girls with whom you are working in the immediate present that absorb and hold your interest. Yet the boys and girls who are marching on before them, who only a few years ago occupied the places these newcomers are now filling, are the real reasons why I am beginning to understand and appreciate these youthful adventurers.

None of us is infallible. We all make mistakes, and will again. No sooner do you think you have found a perfect way of reaching the heart of a child than something happens and it won't work at all and you have to begin all over again. Each child differs from the others, and each in turn has to be treated differently. It may be that tomorrow I shall fail miserably in understanding and getting along with Stanley. I sincerely hope not, but I know that it can happen. So each day comes as a challenge. Will I be able to help each child to a happier and more abundant life?

These adolescent adventurers need all that we can give them—courage, understanding, faith, and lots of love. If I have said anything at all, I have said it for them.



● **"Hi-ya, Fuzzy! Don't be scared of me—come over here and get acquainted! Where did you come from and why the heavy woolies on a day like this? ... You can't change 'em? ... Say, that's tough!"**



● **"Mother, come quick! Look at this poor guy—has to wear a camel's hair coat the year around! And he's so hot it's sticking tight to him—bring some Johnson's Baby Powder right away!"**



● **"Now cheer up, pal—that soft, cooling powder makes you forget all about prickly heat and sticky hot weather. And every time Mother gives me a rub-down, I'll get her to give you one, too!"**



● **"Feel my Johnson's Baby Powder—it's as soft as the kitty's ear! Not gritty like some powders. That's why it keeps my skin so smooth." ... Smooth, healthy skin is the best protection against skin infections, Mothers! And Johnson's Baby Powder is made of the rarest Italian talc...no orris-root...Don't forget baby's other toilet needs —Johnson's Baby Soap, Baby Cream and Baby Oil!**

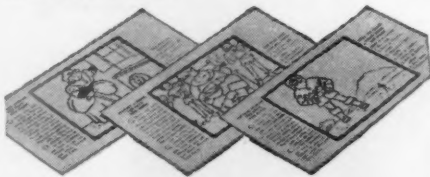
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NEW BRUNSWICK NEW JERSEY

EUROPE CHALLENGES AMERICAN PARENTS

(Continued from page 11)

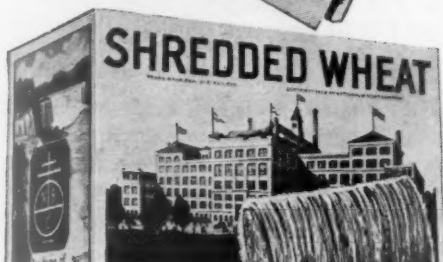


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of skill on its tables. A few children who were already there showed me the different ones with gleeful pantomime. Soon crowds of children poured into the building and started to play games in groups. The leaders who were in charge guided them in various dramatic sketches, speeches, dances, and songs, usually related in some way to the play which professional adults were to present later.

Here, indeed, was participation, and correlation of activities! These eager, bright young things with their shaved heads and drab clothes were having a wonderful time. They enjoyed their active part of the program and they were well prepared to enjoy the play to come. In one theater, I saw a colorful display planned carefully for children who could hardly read, showing them exactly how a professional play is produced. There were actual scripts marked with cuts and changes and stage "business." Next came sketches and working drawings of the scenery and costumes—pictures explaining the making of wigs or armor—actual photographs of the construction of scenery, the first rehearsals, and finally the complete production. With such a pictorial demonstration and so much stimulation in school, this young audience was more thoroughly ready to enjoy and appreciate the play to come than any of our children's audiences in America.

As soon as the children had filed into the auditorium, the director of the theater appeared on the platform and began to talk to them.

"Do you know what play we are giving for you today?"

"*Tsar Saltan!*" shouted the children.

"And who wrote this story?"

"Poushkin!" came the reply in unison.

"What else did our great Poushkin write?"

There was an excited babel of voices as the children mentioned various poems and tales by the famous Russian author.

"That's right. Now you know this play has music accompanying it—in fact, it is really an opera that we are giving, in a different form. Do you know who composed it?"

"Rimsky Korsakoff!" was the immediate reply.

"Yes, and he wrote many other compositions. What were they?"

"Operas"—"*Coq d'Or*"—"ballets." There were answers from all parts of the hall.

The director went on to tell the children a little more about the author and composer, but very briefly, plainly taking it for granted that the children had heard a great deal about

them in their regular school routine.

The orchestra began the overture, the bright appliquéd curtain opened, and the fairy tale of the enchanted swan began.

So much has been written about the beauty and perfection of technique of the children's theater in Russia, that I need only say that I found the reports had not been exaggerated. At every performance that I watched during the next few days, I found this same thorough study of color and design, this same joy and vigor in the acting, the carefully planned appeal to the age-group represented in the audience. My guide explained that the six to nine-year-olds, ten to thirteen, and fourteen to sixteen-year-olds each have different plays offered them. Every play is tested over years of performances, polished and cut and elaborated and changed in an effort to achieve perfection. The children are questioned at intervals of several weeks and months, to find out how much they have understood and remembered. Sometimes a play is shifted to an older or younger audience after these tests.

Here were thousands of children in Moscow alone enjoying each day plays, ballets, puppet shows, and motion pictures planned just for them. Since the theaters were supported by the government, the children attended entirely free, going directly from the school. At the same time, permanent or traveling companies were playing before the children in many other cities all over Russia.

WHEN I left Moscow, I saw the efforts that were being made elsewhere to give the children cultural opportunities. In Poland, small and impoverished as it is, there is the Ormus—the Society for the Development of Music in Schools. Supported partly from the national cultural fund and the ministry of education, and partly from nominal ticket sale and contributions by the parents' councils in each school, this organization sends out excellent musicians to give concerts all over Poland. Once a month, in over sixty towns, the children attend a matinee concert planned especially for them, and in the evening the parents hear the same artists give another program. On the first day of my arrival in Warsaw, I was fortunate enough to attend one of the Philharmonic children's concerts. These are given every week, and five times a year every child from ten to fourteen years old attends free of charge!

In Budapest, Berlin, Prague, and again in Vienna, I found beautiful ballets and operas, presented on certain

days just for school children, in the national opera house, and companies presenting children's plays every Sunday afternoon.

I had heard that Czechoslovakia was famous for its marionettes, but I was astonished to learn that there were 3,000 marionette companies. These are all amateur groups, but those which I saw were far finer than any of our American professionals.

In Paris, I saw the guignols (hand puppets) and children's theaters and motion picture houses. England has its plays and pantomimes and concerts held especially during the school holidays. Germany specializes in large spectacles and historical dramas in which local people are added to professional stars. Everywhere in Europe the parents were sending or taking their children regularly, quite as a matter of course, to the musical and dramatic productions which the finest artists were presenting for young people.

As I spoke to the mothers, teachers, directors of theaters and others about these cultural programs, they in turn would ask me, "You have these things in America also, of course? The United States, which is so rich and peaceful compared to us, the country which is the Mecca of all our fine singers, artists and lecturers—surely this land is doing beautiful things for its children?"

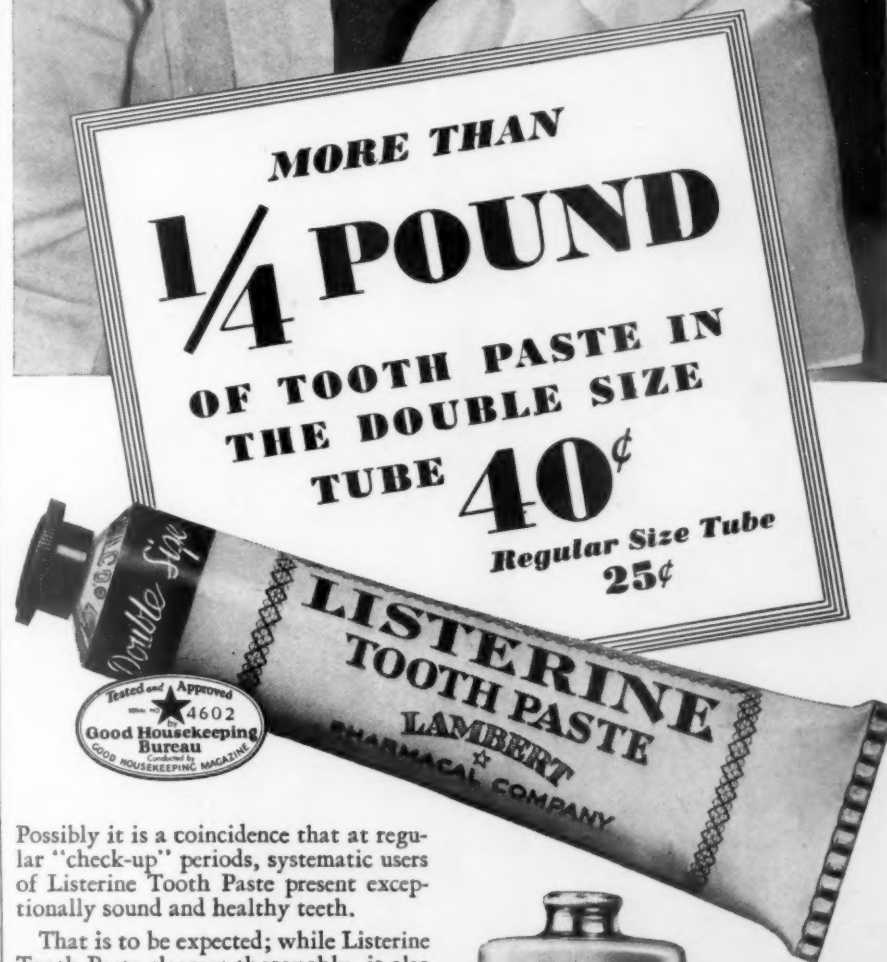
I was really ashamed to tell these interested, friendly people, to whom our country is a vision of wealth and progress, that we were only just beginning to bring the cultural opportunities to our children that are open to even the poorest European ragamuffin.

AS I returned on the boat, I reviewed the past in my mind. Some years ago we had our beloved Maude Adams in *Peter Pan*, and our spectacles at the New York Hippodrome. But even these reached only a few of the well-to-do children of New York and a few other big cities. The other children, even then, rarely saw a play or heard good music outside of the home. Today there are daily motion pictures in every town and village. But, what of music and drama—where are they? Why should our children grow up artistically ignorant, with tastes held down to the level of cheap melodrama, with only one dramatic technique in their experience—that of the film? Can we continue to ignore entertainment by flesh-and-blood artists for children in their habit-forming years, and expect the stage and concert hall and opera house to have an audience in the future?

Here and there we have had a few children's plays: in the large cities there are children's concerts for the privileged; (Continued on page 30)



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CROSLEY
ELECTRIC REFRIGERATORS

EUROPE CHALLENGES AMERICAN PARENTS

(Continued from page 29)

in the schools we find marionette companies performing with greater and lesser artistic ability. Most of these productions have been commercial ventures and a large portion of them rather mediocre in quality. One cannot blame the parents for not giving their children more cultural opportunities if these could not be found. Perhaps even the shoddy, uninteresting productions had some value in showing the children what an actor or musician does on the stage. But do not our children deserve more than that?

OUR American parents and educators are awakening today to the need for a well-rounded cultural program for the coming generation. They are demanding the best; they are challenging the artists and educational organizations to bring only the finest performances in the many fields of art to their children.

It was in answer to this demand, and this challenge from abroad, that Junior Programs, Inc., was formed—the only national, non-commercial

group offering a variety of children's cultural entertainments. From a small department in the National Music League, specializing in music, it has grown into a separate organization interested in drama, the dance, puppetry, and many other types of programs as well. By means of an advisory council of experts, by pre-viewing and selecting, and even producing new companies, Junior Programs is helping parents and school officials in more and more states to bring beauty and enjoyment to the children.

As our country has always been a melting pot of ideas as well as nationalities, so we are now combining the best suggestions from the children's theaters abroad, and adapting them to our own needs—adding to them the folklore and artistic creation of our own land. Whether it be in a school auditorium, or in the local theater, or in the community center—let us see to it that in every town there is a place where real artists, with the help of parents and educators, live up to the Junior Program motto: "Only the Best is Good Enough for Children."

IT'S HARD TO BE A CHILD

(Continued from page 7)

designed for a race of beings whose viewpoint is utterly different from ours. We would feel bewildered and alone in a helpless sort of way. That, in very slight exaggeration, is the world children inhabit.

We can all call to mind many incidents by way of illustration. Here there is room for one only. For that reason, I have selected Buddy's experience, because it is of everyday occurrence in a small boy's, and for that matter a small girl's, life.

Buddy comes running in from play, eyes shining with excitement, to break the good news that he and Admiral Byrd have just chased a polar bear out of the back yard. Buddy confidently expects his announcement to meet with oh's of incredulous wonder, and a barrage of questions as to how big the bear was, and whether it was white, and how fast it ran. Instead, his adult audience misses its cue and with lamentable lack of understanding accuses Buddy of telling a lie.

Crestfallen, he puzzles over the injustice of the thing. In his world anything can come to life, anywhere, at any time. All he has to do is to give the creative word and bears, lions, airplanes, ships, Byrd's Little America, or Livingstone's darkest Africa are there, really there, in a few feet of back yard. He hadn't meant to tell a lie, and he didn't, any more than Shakespeare did when he told a world about Ariel and Caliban. Buddy's whole

intention had been to share the exciting happiness of a game of make-believe. But his story met with misunderstanding and his gift was rejected. As he thinks about it, his elders seem strange and far away and his little world goes bleak and lonely.

The tragedy of these troubles of childhood lies in the fatal ease with which they are ignored. We overlook them because they are inarticulate. And when we do notice them, the fact that they have their roots for the most part in illusions makes them appear insignificant. As we see them, the child's tears dry quickly and his little storms pass like a gust of wind and are gone.

But only on the surface. Underneath, they leave a certain grit and silt that becomes encysted in the child's growing personality. When it is accompanied by humiliation, a child's physical suffering may encourage a resentful or defensive attitude toward life and people. Night fears often forge the first link in a long chain of functional nervous disorders. And fear of failure conditions the growing child to the very failure he dreads and in time may paralyze his will to achieve. The child's griefs, particularly when they shatter his sense of security and uproot his trust in others, check the freedom and openness of his response to his environment, turning his personality upon itself. And the loneliness that is part of the child's bewilder-

ment when he is faced by adult misunderstanding, tends toward an exaggerated bravado or equally exaggerated reserve.

IS THERE anything, then, in the whole art of parenthood and teaching, more important than helping the child over and around his troubles? But how?

Each trouble, luckily, brings with it some means of overcoming it. Night fears, conditioned by radio and film, can be chased by turning the dial to more wholesome entertainment, and using a little more discretion as to how often and when Nancy shall go to the movies. The other troubles, however, make sterner demands upon us; nothing less, in fact, than our whole self—what we actually are in the child's presence.

It is the mastery of our own fear of failure, based upon a sturdy, clear-sighted sense of values, that best helps Tommy to meet his fear and overcome it by achieving a new confidence in himself. Similarly it is our poise and our ability to sense Margery's and Billy's distress that is their quickest relief in physical suffering.

And just about the only way we have of breaking through a child's loneliness, such as Buddy's, for instance, or of comforting a child's grief, is by our own quickened imagination. We have to put ourselves in his place, enter as fully as possible into his little world, before we can hope to give him the comforting assurance that he is not alone or apart, but in one world with us, a world whose experience, and puzzles, and mishaps, we share with him in free, unstinted comradeship—I would like to say, palship.

John Cowper Powys remarks in his *Autobiography*, that while it may be hard to be a man, it is even harder to be a child. Blessed then in the life of any child is any adult whose integrity keeps that child's sense of security inviolate.

THE CHILD WHO "TAKES THINGS"

(Continued from page 13)

not born honest. Once the incident has been properly dealt with, we parents should treat the child as though nothing had happened. Meanwhile, if we realize that through mistaken affection we have indulged the child too much, we should begin to re-educate him. We should ask ourselves frequently, "Am I helping my child to grow up to be a useful citizen?"

SOMETIMES, jealousy is the underlying cause of stealing. This is often the case when the child of five or six finds his younger brother or sister showered with attention. In addition to being (Continued on page 32)



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THE CHILD WHO "TAKES THINGS"

(Continued from page 31)

the center of attraction, the younger child often receives more playthings. Consequently, the older child feels deprived not only of material things but of his mother's love as well. Sometimes he makes up for this loss, real or fancied, by taking things that do not belong to him, toys belonging to a neighbor's child or money from his mother's purse.

In a situation such as this, it is quite natural for a parent to feel anxiety and distress over the matter. However, the parent who faces this problem must realize that other mothers have been confronted with the same situation. It has been found that the best way to deal with this problem is to display no emotion over the incident, but to see to it that the stolen property is replaced. Then, as with the pampered child, one should make the child see that it is always best to do the square thing. If the parent realizes that the child is manifesting jealousy, a form of inferiority, she should try to make him feel that he is loved just as much as the younger one. If she can make the older child feel that he is a real help to her in the care of a little brother or sister, his feelings of inferiority will be lessened. If, in addition, an attempt is made to bring about a fair distribution of playthings in the home, the child will not feel so deprived. Then the stealing will not be necessary.

JEALOUSY is one form of the inferiority feeling that may lead to stealing, but there are other manifestations of inferiority that may also lead to an undesirable attitude toward property rights.

Undoubtedly, it was a feeling of inferiority, a feeling of insecurity that led Herbert Lane to the undesirable habit of stealing. Herbert was, in the opinion of the other children in the neighborhood, a "pest." The boy was always getting hurt in their games and was forever howling. (Since these children lacked the understanding and experience of adults, they failed to take into consideration the fact that Herbert was of slight build, and was not as strong as most other children of his own age.) When six-year-old Jimmie's mother planned a party for the children of the neighborhood, Jimmie and his chums wailed, "Aw, don't ask that sissy, Herbert Lane." Herbert wasn't liked by the other children, and no one knew this better than Herbert, himself. The child felt the superior attitude of the other children keenly.

But one day Herbert's Uncle Bob gave him a quarter.

"Buy anything you like, Son," he said and Herbert was delighted. When

he reached the candy store, there stood Jimmie and Red.

"Look. Look what I got," shouted Herbert. "Come on, I'll treat you."

Herbert's treat worked wonders with the boys. The child found that he could "buy" friends. Thereafter, he began helping himself to money from his mother's purse without detection. He was able to treat the friends who had previously scorned him, and he soon became quite popular. Then one day the boy's mother caught her son in the act of taking money from her pocketbook.

Of course, Mrs. Lane was terribly shocked, and we can sympathize with her for no mother wants her child to be a thief, to form the undesirable habit of stealing. In reality, Herbert wasn't a habitual thief, far from it.

Happily, Mrs. Lane was in a position to seek expert help for her problem at a behavior clinic. The underlying motive of the boy's stealing was uncovered and Mrs. Lane was given suggestions as to how Herbert might be helped. The mother's attention was directed toward building up the child's general health. In addition, she was

What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. What are some of the difficulties in childhood which adults often overlook, or judge from their own viewpoint instead of appreciating the child's attitude? 6-7.

2. What are a few of the essential points to remember in understanding and guiding boys and girls in their early teens? 8-9.

3. What is being done in Europe in order to give fine plays and music to elementary school children? 10-11.

4. How can parents build in young children the right attitude toward ownership? If preschool children develop the habit of petty thievery, what can be done? 12-13.

5. What time should boys and girls of the teen age be in at night? 14.

6. Why is it that, in recent years, the indications for tonsillectomy are becoming more strict? What are the five reasons for sanctioning the removal of tonsils? 15.

7. Why do fathers often judge their sons by their own failures, and what should their attitude be? 16-17.

asked to encourage Herbert in his drawing, for the child seemed to have a special aptitude in that direction. Anything that Herbert did at all well was to be praised generously. In other words, Herbert's feeling of inferiority was to be changed to one of confidence in his own ability. There was to be no emotional scene over the pilfering. To Mrs. Lane's great relief, Herbert's petty thieving ceased in a short time. Perhaps most important of all was the fact that the boy's whole personality seemed to be changing. He was beginning to stick up for his rights and get along nicely with the other children of his own age.

In a situation such as this some of us would not be able to consult a trained psychologist. We would have to rely on our own common sense or talk the problem over with some other parent in the community. Fortunate is the community harboring an "Aunt Carrie"! Some parents find that talking over problems at parent-teacher meetings, or any place where parents gather, is of inestimable help. This is probably due to the fact that others can look at our problems much more impersonally. Consequently, others are more likely to use reason rather than emotion in handling the matter. Furthermore, in talking over the little difficulties we encounter, we very often find that others have met with the same difficulties. Hearing how someone else solved the problem is very helpful to most mothers.

IN very rare instances, revenge is the underlying motive for stealing, in children of preschool age. Occasionally, parents are confronted with a problem such as Elaine's mother had to deal with.

Elaine had deliberately knocked over little Winnie's green and white doll house. Winnie, thoroughly enraged, seized Elaine's best doll, the one dressed in beautiful pink silk.

"I'm going to keep your best doll," stormed Winnie. "You knocked my doll house down!"

Winnie's mother, hearing the angry voices of the little girls, thought it was time to offer her help in the matter. Very tactfully, Winnie's mother explained that, of course, Elaine had done wrong by knocking over the doll house. But the doll in the pink dress is Elaine's. If Winnie takes Elaine's doll she will be doing something wrong, too. And surely Winnie wants to do the *right* thing, just as the grown-ups do!

With this procedure, Winnie was led to see that she could enjoy the satisfying feeling of "doing what was right" rather than the destructive feeling of angry revenge. In addition, there was no doubt left in Winnie's mind as to what toys were her own

and what toys belonged to Elaine. It is in handling little problems such as this that we parents gain skill!

I have observed that in most homes where a child has resorted to taking things that belong to others, it is difficult for the parents to maintain a feeling of happy comradeship with the young offender. It is only human for a parent to feel hurt and aggrieved over the child's petty thieving, but it is best to avoid any display of these feelings. Many children enjoy an emotional scene and will repeat undesirable acts just to see Mother or Father wrought up. It is the parent who meets the situation with poise and self-control who can be sure she is hastening the end of the undesirable habit.

THE psychologists tell us that we should always seek the underlying motive for the child's misdeeds and then take appropriate measures to eliminate the fundamental cause. They inform us also that the habit of stealing which manifests itself during the preschool years can almost always be corrected. So, if petty thieving by your young child is the problem you are facing, do not be discouraged!

Meanwhile, the child discovered in such actions needs to feel secure in Mother's love for him. He needs to feel that Father understands. In every possible way, he must be shown that we have faith in him. We must help the youngster to want to be honest. We parents must try to remember that there is no time in a child's life when he needs love more than when he has done wrong. Then, if ever, he needs a friend.

WHAT DO WORDS MEAN TO YOUR CHILD?

(Continued from page 20)

as by his manner of speech, doors of opportunity, both social and vocational, open much more easily to those whose voices and language evince a cultural background.

Dr. William Lyon Phelps has said that the happiest person is the one who thinks the most interesting thoughts. Will your son be so equipped that he not only is sensitive to the savor and charm of fine literary style but is also thrilled by the starry webs of thought caught in the perfect utterance of great literature? Will your daughter be assured the ecstatic satisfaction of being able to flash through the faceted prism of pertinent words the swift clarity and delicate tint of her creative thoughts? The manifold wealth of our mother tongue is your child's inheritance. Begin today to cherish your children's intellectual growth so that they may build beautiful speech into cenacles of culture.

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Of course, your doctor has told you about the importance of correct diet...the necessity for plenty of calcium and phosphorus and Vitamin D to safeguard your *own* teeth and to lay the foundation for sound tooth and bone structure in the baby to come.

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Coming in July

Recipe for a Boy's Summer

by Berta Knapton

Are you one of those mothers who, along about the first of July, moan, "What shall I do with my boys for the rest of the summer?" If so—you will enjoy reading this human story of how one mother hit upon the solution.

What Will You Be Doing After Forty?

by Alice Mary Kimball

The wise woman, according to this well known writer, safeguards her happiness after her children are grown up, by building interests of her own.

Keeping Cool in Hot Weather

by Margaret House Irwin

There has been a great deal said about the weather. Here are a few timely hints on what to do about it.

LIKE FATHER, UNLIKE SON

(Continued from page 17)

try to view him anew and discern what his ideal of his possible perfection is, what his abilities are, and give our enthusiasm and support to helping him along his own lines. If we had hoped he would be a great inventor, but he happens to hate mechanics, that does not mean he has failed. Nor should it discourage or hurt us. Maybe he will be a successful business man. If we had hoped he would be a great lawyer, but school is such drudgery for him that he lives only for the day when he can stop, that does not mean he is a no-account. Maybe he will be a great explorer.

We have no right to blame him for his particular abilities and trends. He did not choose them. He was born with them. But having their urge within him, he naturally thinks more highly of them than of others.

School is necessary and important. But when children have reached high school years, particularly, it should be put in its relative place in their lives. It may not be the be-all and end-all of their interests and activities. Other interests which are beginning to spring up in them may have a relatively large

importance in their scheme of things.

The wise father will try to get a perspective of the child's whole life, and recognize the relative places of school and his other interests, even if they are not in the same relation the father would desire. He will throw away his determination to hold the boy sternly to a perfection he, himself, may have failed to reach. He will cease trying to put the child into a mold he may not fit.

And the result will be that the father, himself, will be freed from the disappointment of thinking his son a failure. He will find he can be proud of the child's own ability, and even of his initiative in striking out for himself. He will have released the child from the restrictions of his domination. He will have helped by clearing away the biggest obstacle in the boy's path—his father's antagonism. He will have given him freedom and scope in which to develop his own individuality vigorously and enthusiastically.

He will, actually, be giving the child the support and assistance he so passionately missed himself, so ardently wants to give his son.

SELF-PORTRAIT OF A MOTHER

(Continued from page 21)

One who knows it not.

Knows no release from little things.

I threw the paper down. What's the use? It's all very well to write a lot of flowery words about "courage" and "mood of acceptance" but they don't tell me how to acquire them. If those writers had as hard a life as I have, they wouldn't know about that stuff, either.

'Way down deep inside of myself two little lines began to sing themselves—two lines from my elocution days in college when I had recited Henry Van Dyke's "The Lost Word." Athenais had said to Hermas, "Gratitude is the language of the heart—the music of happiness—the want of it troubles us."

Suddenly the music began to burst forth in my own life!

Gratitude for that red-sweatered boy—eager, buoyant, expectant—going forth to school with "So long, Mom!" What a privilege to be his "Mom"!

Gratitude for that radiant daughter—an artist on the 'cello, news editor for the high school paper, so fond of that boy with deep eyes which looked into mine and said even more than his words, "Sally's so keen about her mother, I feel as if I'd known you for a long time." What an opportunity to help her in any little way to strengthen and enrich her glowing individuality!

Gratitude for that square-chinned

husband—anxious that his children form the best associations, determined to live within his income, just as meticulous about doing his work well as he expects me to be about mine. What a challenge to live up to his expectations!

Gratitude for active participation in the parent-teacher association, American Association of University Women, and League of Women Voters. What an opportunity to make friends with other women, to unite in an effort to better our homes and the political and economical life of our country!

An awareness of all these causes for thanksgiving in my life seemed to transform my surroundings. Everything about me was beautiful. Nothing had changed except my mental attitude. "Environment is but my looking glass."

Instead of sighing, I was singing. "Count your many blessings, name them one by one," as I started to put the folded newspaper away on the shelf to be used for wrapping garbage.

Then the thought came to me, "This day will be easy, now, but what about the other days—when Bob has a cold and fusses because he can't play outside or Sally is broken-hearted because Daddy won't let her go out?"

Where are the scissors? That precious article and poem must be clipped and put in a scrapbook. When it is hard to be grateful, I can remember.

Just above the scissors' edge was a line from Ruskin that I had not noticed before: "All one's life is music if one touches the notes rightly and in tune." How many inspirational thoughts I can find if I am looking for them!

This is the beginning. I know that being grateful helps one because it has done so much for me this morning. I will not just long wistfully to be courageous and adequate but I will practice my "music of happiness" each day. Gradually, I may become an artist in some miraculous way.

SHOULD MY CHILD'S TONSILS BE REMOVED?

(Continued from page 15)

tonsils have been considered. In some conditions, although tonsillectomy seems indicated, removal of the tonsils results in harm rather than in benefit. The most important of these conditions is the common cold, characterized by a running nose, but without fever, sore throat, or systemic reaction. In such cases tonsillectomy frequently causes the nasopharyngitis to become more chronic, the lymph follicles in the throat to become enlarged, and the infection to involve the bronchi, also.

Asthma may be thought of as an indication for tonsillectomy. In many cases of asthma which I have seen in the past fifteen years, not one patient has had a pair of tonsils and all have come with a complaint of asthma. If the asthma is caused by bacteria from a tonsillar focus, removal of the tonsils may be of help, but experience has taught that in most instances it is of little or no benefit.

In the presence of malnutrition, which may be given as an indication for tonsillectomy, the operation is usually unnecessary. Only after everything else has been excluded as a cause of malnutrition, and after months have elapsed in which all other factors have been controlled, should tonsillectomy be considered to be indicated.

In conclusion, let me say just one word regarding the thymus scare. In 20,000 operations carried out in the city of Rochester, New York, only six deaths occurred, in none of which was an enlarged thymus found as the cause of death. There is a definite risk in all operations, and no operation should be undertaken lightly. There is an operative risk in tonsillectomy, but it is not that of an enlarged thymus.

Tonsils, as I have said, should be removed for the following reasons: (1) such enlargement that they cause obstruction of the throat; (2) recurring follicular tonsillitis; (3) swollen lymph nodes ("glands") of the neck; (4) recurring attacks of running ears; and (5) the tonsils acting as a focus of infection.



The dangerous belief

ADANGEROUS belief fills the heart of many a young father—oddly enough it is his belief in himself.

The belief that he will earn more money tomorrow than he earns today—"then I'll start tucking some away," he thinks. The belief that he will someday, by ways of his own designing, set aside sufficient money to educate his children, to provide for his own old age—"no hurry about that," he believes.

Too often it is a too-great belief. A man's faith in his ability to accumulate money can be so strong that it blinds him to the need of doing anything about it.

All around us we see people whose belief in themselves has been great, whose earnings have been ample, but whose plans for accumulating money have been put off. People whose good intentions died of complacency.

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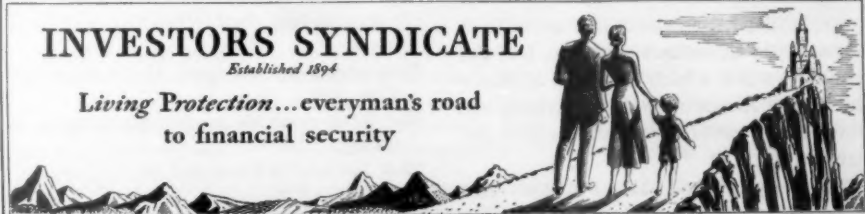
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GOOD MANNERS FOR PARENTS . . .

FOR several years I have been giving a college course in good manners. The classes are conducted on the conference plan with written questions submitted by the students at the beginning of each lesson as a basis for the discussion which follows. The one question which never fails to be asked is: "Why should we have to wait till our Junior year in college to get this important information?"

Well, why indeed? Also, why should the subject ever be considered as one to be taught in school or college? Why isn't that a job for parents?

There are many thoughtful, conscientious parents who really try to give their children some concept of politeness and a knowledge of the rules of etiquette, but everyone knows how children discount the admonitions and reiterations which often, unwittingly, turn into nagging. And mother can get just as tired of saying, "Take your elbows off the table," as Johnny can of hearing it.

The school should certainly take its part in the development of good manners. Children do discount the everyday admonitions of parents, and there must be some other agency to give authority, to add emphasis, to reinforce the parents' efforts. Also, through lack of interest or ignorance, parents sometimes fail to do the whole job. Interested friends and relatives can be of the utmost help, but people are much more prone to criticize our children's lack of manners than they are to guide them. Only a few of our schools have felt that it is their responsibility to give courses in good manners. Their stock reply, when asked about it, is, "Our curriculum is already too full. Besides, they should learn all that at home."

It should be particularly the duty of the school to teach the philosophy or the "why" of good manners. Especially do the younger children question the need for the rules, and they accept the reasons more readily from teachers than from parents. Until recently, West Point and Annapolis were the only two colleges in the country which had definite courses in etiquette. Many people think that manners are something which cannot be learned unless started in early childhood, but the excellent work which the U. S. Military and Naval Academies do in turning out officers and gentlemen refutes that argument.

The boys who attend those two schools probably represent as nearly

as possible a true cross-section of our country. The homes from which they come range from the lower East Side, New York, to isolated ranches in Texas—from logging camps in Wisconsin to aristocratic homes in Charleston or on New York's Park Avenue. No matter what the early training of these boys, they can and do all become gentlemen, in the sense of knowing the correct rules of courtesy and when to use them and when not to.

The schools must stop "passing the buck" and recognize the essential need of young people to be able to live with others in harmony and friendly adjustment. To do this it is desirable, yes, even necessary, to have a knowledge of the rules of etiquette. At the recent Convention of the Society for the Promotion of Engineering Education, at the University of Wisconsin, the whole emphasis was laid on the spiritual side of engineering training. Heretofore, it has always been on technical learning, but engineering educators are now admitting that morals and manners are just as important to the well-rounded, efficient engineer.

I do not consider that the parent's responsibility would be any whit less if the schools also took a share. In fact, there is the added responsibility

SMALL BOY IN SUMMER

by Eleanor A. Chaffee

Summer no longer holds him any more:

He is blown on the wind that bends the daffodil

And shakes the budding apples to the core:

He is driven by the wind across the hill. His hair is tangled gold, his eyes are bright

With a dream he will not tell and could not share.

About him an aura of the sun curves in gold light

The glory that all such small figures wear.

His going leaves no footmark on the grass,

But in the road the dust holds one small print

Of a running foot; the bluebell is a glass

Remembering his eyes, their smudged blue tint.

But he is gone on an errand without a name,

That burned in his mind like an urgent, flickering flame.

by

**Mary Perin
Barker**

for the parent to see that the school is giving this information adequately. A standard which is acceptable in small rural districts might not be at all correct in large centers of population. In many homes and in many communities, life is lived in a very simple way, and many of the social amenities of city life are considered superfluous. However, if your children are growing up with the idea of going to college and later into the world of men and affairs, it is of the utmost importance for them to get the whole story so that it becomes second nature to them to perform those acts of courtesy and politeness by which the world will judge them.

Without doubt, most people from infancy get the elementary rules, such as saying "Please," and "Thank you," and "Excuse me," although a trip in the New York subway during rush hours may dispel that assumption!

But the training must go much further. The fact is that the average modern boys and girls know only a part, often a very small part, of the technique of good manners. It is not because they don't want to know. They do. But they don't know where to go to find out, and be sure the information is correct. In some communities there is a purposeful disregard of good manners, even a pride in being rude—realistic, the youngsters call it. Personally, I believe it is only a manifestation of adolescence, and if you watch carefully you will find that they never try it if they are trying to be mature. Youth is shy, too, and in children as well as grown-ups it is due in large part to a fear of being embarrassed. Because they don't know just what to say or do in certain social situations, they prefer not to risk putting themselves into a possibly awkward position.

ONE thing that many people overlook, in trying to master the rules, is that it is almost as important to know when not to comply as it is to know what the rules are. For instance, in factories or business offices it is not necessary for the men to rise every time a woman enters the room. The little time-wasting amenities of social life are omitted. However, the execu-

tive, welcoming a customer or a client to his private office, always rises. For the time being, he is the host and social rules of courtesy should be observed.

Not only are you judged by the observance or lack of observance of these rules by the people who know but often you are the unconscious victim of your ignorance. There is the classic story of the self-made man who aspired to be governor of his state. He gave a great banquet to which he invited men high in the councils of his party and when the banquet was over the high moguls were heard to murmur among themselves, "We don't believe we want as governor of our state a man who puts his knife in his mouth."

People are accepted far more quickly into circles of culture and education if their manners are above reproach. In those circles will invariably be found those who are successful in life and who have had the advantages of education and travel. Remember, too, that the social position of your son or daughter will depend almost entirely, when they marry and go to a new place to live, on the young wife's knowledge of social etiquette.

IF these reasons seem mercenary to you there is another reason which is much more important, and that is, the satisfaction to one's self in *knowing* that you *know*; in knowing that you will never offend unintentionally. A feeling of social inadequacy has handicapped many a man or woman of fine mental attainments. Many people *think* they know, but it is well to check up on one's self occasionally. For example, are you always sure in making introductions which person should be presented to whom? Do you know how to keep the conversational ball rolling at teas, receptions or dinners? Do you know when and how much to tip? If you go to dances do you know the rules for "duty dances" and do you observe them? At a stag dance do you know what to do if you get "stuck"? Do you know the rules for precedence for ladies and gentlemen going up and down stairs? At a formal dinner, and I am sure you all go occasionally even if you do dislike them, are you absolutely sure you know the difference between a salad fork and a fish fork, and if you should use the wrong implement what to do about it? Do you know what to do with the finger bowl when it is placed in front of you? Do you know the correct way to answer wedding invitations, informal and formal invitations to teas, visits, etc.? Do you know on which occasions to wear dinner clothes (tuxedo) and to which to wear formal evening clothes (tails)?

In the intimacy of your own home it is, of course, for you to decide how far you will (Continued on page 38)



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*"I'm glad to hear it.
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AN IDEAL VACATION FOR BOYS

Trains them to be neat, prompt, courteous, alert. Emphasizes correct posture. Regular Academy personnel. Complete facilities.

Thousand-acre wooded campus. All land and water sports. Optional tutoring without extra cost. NAVAL SCHOOL and CAVALRY CAMP (boys 14-19). WOODCRAFT CAMP (boys 9-14). Specify Catalog desired.

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For boys and girls, 3 to 10. Individual attention, activities suited to age. Camp Mother.

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The School & Camp Service Bureau

is directed by Richard Deshon, who since 1921, has worked wholly with private schools and summer camps . . . of which he has visited hundreds.

Mr. Deshon, former editor of Sargent's Handbook of Summer Camps, has directed the school and camp service for several magazines, including St. Nicholas and The Atlantic.

Any parent wishing suggestions of summer camps, or of boarding schools, in case it is advisable for the boy or girl to have a new environment, is invited to address such inquiries to Mr. Deshon, who will answer them without obligation.

RICHARD DESHON, Director, School and Camp Service Bureau,

NATIONAL PARENT-TEACHER, 420 Lexington Ave., New York, N. Y.

Please recommend, without obligation on my part, summer camps for my son, name

age daughter, name age

who attends the grade of

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Public School

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Special features wanted

Camp fee ☐ \$350 or more ☐ \$275-\$325 ☐ \$250 or less.

School fee ☐ \$1,000 or less ☐ \$1,000-\$1,250 ☐ \$1,275 or over.

Signature of parent

Address

I am interested in the following summer camp activities:

.....

.....

GOOD MANNERS FOR PARENTS

(Continued from page 37)

carry all the amenities of fine living. If Father wants to appear at dinner in his shirt sleeves or Mother wearing her kitchen apron or Sister in dressing gown and curlers, and Brother wants to take his book to the table and continue to read while he eats, that is a matter for internal regulation of the individual family. But a very large number of parents feel that they must, in the interest of correct training, live up to a higher standard of etiquette with the children present than they would if they were alone.

How can sons know that ladies should be seated at the table before the men sit down if Father never does it for Mother? How know that gentlemen rise when ladies enter a room if Father never does? How can a daughter learn to be a gracious hostess if Mother seldom entertains and when she does, gets so flustered and worried for days that it is no joy for anyone in the family?

I HAVE been accused of teaching my children to be hypocritical because I insist that they say "I'm sorry," for all offences, whether they are really sorry or not. I do insist because I want it to become automatic with them to ease an awkward or painful situation for the other person. If one really knows good manners but neglects to use them, one is almost sure to forget them at crucial moments. Disuse of etiquette has the same effect as disuse of muscles or any of the skills.

My suggestions to all parents in this problem of good manners are, first, know the rules. Second, don't be disturbed because your authority is questioned all along the way. Third, be prepared for constant reiteration from one-year-old to twenty-one and try not to let it sound like nagging. There is such a fine distinction there that it is easy to go over the line. And fourth, don't forget that children learn best by example. Your own attitude toward others, your friendliness and courtesy will positively be reflected in your children. Your observance of "please," "thank you," "I'm sorry," or "I beg your pardon," will belong in their vocabularies only to the extent to which they belong in your own. I cannot urge too strongly the importance of courtesy in your speech to the other members of your household. Your tone of voice alone conditions the response of your husband or wife, your children and servants and even of your friends. The courteous speech of the operators is probably one of the greatest assets of the American Telephone Company.

It is a long, hard, discouraging pull.

The correct time to start training is in the first few weeks of life. The baby who is taken up whenever he cries has already learned to make a nuisance of himself and the longer he "gets away with it" the more adept he becomes. It is always easier to overlook the omissions than to insist consistently that our children live up to the rules. Modern parents are so sensitive to the criticism and tears of their children that they are very apt to relax on discipline and let the children slide by with atrocious behaviour. My last suggestion is that you should put it squarely up to the schools which your children attend that you expect their cooperation and that they shall take their fair share of the responsibility. The present trend is undoubtedly toward a revival of interest in the amenities of fine living. The pendulum is swinging away from the freedom and license of post-war days, back to the niceties of life.

The president of a large mining company was boasting that he did not believe in etiquette, that he never used it, that he saw no reason why people should bother to learn all those stupid rules. When asked how, then, he knew how to answer the invitations he received, he replied with a wave of the hand, "Oh, my wife attends to all such things." We may not like the rules but it is wiser to master them than to let them master us.

EXCELLENT material with which to start an interest in good manners is contained in "The Letters from Lord Chesterfield to his Son." They are highly amusing as well as instructive, though not written for this day and age. Get them and read them aloud to the family.

Of course, good manners is much more than a set of rules. It is an attitude toward life. It is the generous, friendly spirit which is manifested by the little acts of courtesy called etiquette. Most of our boys and girls are extremely anxious to be popular. They want to make people like them but they don't know the tricks. Youth is proverbially self-centered and selfish and the spirit of helpfulness and generosity is something which must itself be developed, as well as the acts by which it is recognized.

A conscientious effort to teach good manners as well as to observe them yourself will pay large dividends in satisfaction and pride in your children. Teach them not only the superficial acts of etiquette but develop in them what Gelett Burgess calls "the educated heart." After all, it is not so much manners as manner.

FILM FACTS

by Edgar Dale

At the Imperial Institute Cinema in London, we read in the *March World Film News*, an hour of world-travel films can be viewed by children for a penny. *Plantation People*, a Cadbury film short in Technicolor, was recently shown at the institute.

• • •

The restrictions in force in some European countries on motion picture attendance by young people are enumerated in *International Pedagogical Information* for November. In Belgium there is a general prohibition for children under sixteen to attend movies. Even at private performances, children are admitted only if the films have previously passed the censor. In Denmark as well, children under sixteen are permitted to see only the films passed by the censor, and in England, children are admitted only when they are accompanied by parents or guardians. In Nippon, the school authorities decide whether a film is suitable for children. In India, children are forbidden to attend criminal or morally doubtful films. In Roumania, children are allowed to attend cinemas only when they are wearing school uniforms. Turkey entirely prohibits children under twelve years from visiting cinemas, and Portugal, children under ten years.

• • •

The May issue of *Building America*, a pictorial journal for young people published by the Society for Curriculum Study of America, dealt with motion pictures. Copies of this number may be had for 30 cents. Address *Building America*, 425 West 123rd Street, New York.

• • •

In September 1926, the *Educational Screen* inaugurated "the unique service of evaluating theatrical films expressly for the 'intelligent public.'" The tenth birth year of this service is celebrated in the February issue in "Ten Years of Film Estimates," an article by the editor, Nelson L. Greene. As revealing as a fever chart are Mr. Greene's tables showing the zigzag rise of film merit over the past decade. Perhaps the most significant feature of the display—aside from the sudden lift produced by the Legion of Decency in 1934—are the ten-year totals. It appears that of the 353 films rated "excellent" by the *Educational Screen*, 45 per cent were box-office successes, while of the 1,392 rated "poor," only 8 per cent were money-makers. The conclusion is self-evident; the public wanted the best and the best made the most money. Read this article for a graphic picture of progress made, and still to be made, in films for adults, youth, and children.



SOME DAY YOUR CHILD WILL BE READY TO WEAR THEM...WILL HE GET THE CHANCE?

"My boy is going to college!" Most of us start saying that the day Johnny begins reciting his A-B-C's.

But can you remember back to your own friends who talked about college—yet who weren't there on Registration Day because the tuition fees were lacking?

The Guardian Educational Plan was designed for parents who want to be *sure* that their child will be able to go on and get his sheepskin. It isn't a matter of magic. It's a matter of planning ahead so that the funds will be available when needed, whether or not you are here to provide them.

You can *guarantee* your child the chance to wear his cap and gown. Mail the coupon for details about The Guardian Educational Plan.

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Date of Father's birth.....
Month..... Day..... Year.....

Father's Name.....

Street.....

City..... State..... (PT-2)



THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

CONGRESS OBJECTS

The objects of the National Congress of Parents and Teachers, which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska, are:

To promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

DENTAL PROJECT IN THE HYDE PARK HIGH SCHOOL Illinois

A DENTAL health program was inaugurated last year at the Hyde Park High School, Chicago, with a twofold purpose:

1. To establish the extent of dental diseases in a representative public high school.
2. To attempt to formulate a corrective program by which all school children, irrespective of their economic condition, would have needed dental attention.

The project was undertaken by the Chicago Dental Society, in cooperation with the Mouth Hygiene Council of Chicago, the Chicago Board of Health, the Chicago Board of Education, and the Hyde Park High School Parent-Teacher Association. After gaining the consent of the parents, 938 students of the freshman class were given complete dental roentgenograms, and later clinical examinations. The X-rays were sent to the family dentists and the students were requested to report to them. Where no family dentist was designated, the parents were advised to select a nearby dentist from the Dental Society rosters. Later, the Health committee of the parent-teacher association made a re-check. It was found that some students could not be contacted for various reasons, but 664 cases had had corrections made, and

fifty-four cases needed financial help. This involved financing the dental work of the fifty-four students who could not afford to have the work done. Through the efforts of the parent-teacher association, local civic groups were contacted and all corrective work was completed and paid for. By giving the local groups an opportunity to help finance the project, the responsibility of caring for the children remains with the community.

This project or experiment is worthy of mention for two reasons: (1) that all corrections were made; and, (2) that the community shouldered the responsibility of caring for its own students, and that all corrective work was paid for.—MRS. V. L. BOWMAN, Sixth Vice-President, in Charge of Health, 640 Palace Street, Aurora.

P. T. A. SPONSORS ESSAY CONTEST Idaho

National Book Week was celebrated in Idaho by a statewide essay contest, sponsored by the state Congress on the subject, "Why we need better library service in Idaho." The contest was conceived as a pre-legislature campaign to aid in securing an increased appropriation for the State Traveling Library in order that an adequate book service might be established for the use of rural schools. All those participating, both as sponsors and as contestants, feel that the contest was highly successful.

The winners came from various parts of the state, only one town furnished more than one winning essay. This was Meridian, in Ada County, which had two prize winners. The sixth district received most of the awards, though all districts except the fifth won something. However, the writer of an exceptional essay from the fifth district received a letter of commendation from the state president, so that the fifth district also received some recognition.

It is hoped that the publicity accompanying the essay contest will help promote legislation favoring library extension in the state. It is interesting to note that several towns that sent in prize-winning essays have no local P. T. A. organization. It is hoped that the benefits of such worthwhile activities as the essay contest will be recognized and that local P. T. A. groups will be organized.—MISS LALLA BEDFORD, Idaho State Traveling Library Head and Chairman of Committee on

Library Extension, Idaho Congress of Parents and Teachers, Boise.

COUNCIL INSTRUMENTAL IN SECURING COUNTY ISSUE Montana

Securing the services of a rural school nurse for our county was one of the outstanding achievements last year of the Yellowstone County Council of Parent-Teacher Rural Units, a representative group of all the parent-teacher organizations in rural Yellowstone County. Need for such a nurse had been felt for years and a health chairman was appointed by the P. T. A. to work out a solution of the problem of financing this service.

In cooperation with the State Board of Health and the Division of Child Welfare the following plan was evolved, based on the average salaries of nurses in similar work and the number of rural children in rural schools, both lower grades and high school. The Child Welfare Division agreed to furnish about 40 per cent of the amount needed. Each school district was asked to pay ten cents a month for each school child, which, with the aid of government funds, would be sufficient to employ a nurse.

The county superintendent, two days before the preliminary school budgets were made out, sent letters to each school board requesting them to budget a sufficient sum under the division, "Health and Aid for Indigent Children," to take care of this service, if they wanted it. When the budgets came in, more than 90 per cent of the districts had provided a sum for this service. This sum, that is, the ten cents per month, is based on, or rather paid on the attendance each month, for the nine school months. The nursing service is a twelve-month service.

The nurse was selected by the Director of Maternal and Child Health for the state, after the school boards responded to the plan, and in October the nurse was employed. All the funds are handled by the county superintendent of schools. An advisory board was appointed to work with the nurse, including the county health officer, county superintendent of schools, school board representative, and representatives of the county Federation of Women's Clubs, high school, and several thickly populated communities.

It is hoped another year that the county commissioners will make a small levy so that the school boards will not have to be bothered, and surely

they should, knowing how anxious the county is to keep this nursing service.

In the first five months, the nurse visited thirty-nine of the sixty rural schools, giving the children an examination and referring them to their physicians and dentists, as necessary, for corrective work. Notices are to be followed up with home calls later in the year.

Assistance has been given the county health officer in a program of vaccinating for smallpox in several of the schools in districts where there has been an outbreak of the disease.

The infants and preschool children are included in the program of the county nurse and wherever home calls have been made a check has been made on all members of the family.

The program is on a twelve-month basis which will allow more opportunity for home visiting during the summer months.

In the five months the nurse made 314 home calls, visited 39 schools, completed 938 inspections of children, weighed and measured 433 children, inspected 615 for communicable disease, gave 40 classroom talks, referred 291 to dentists, 327 to doctors, attended 9 parent-teacher meetings, held or attended 36 various conferences, vaccinated 985 for smallpox, inoculated 50 for diphtheria, and received 55 office calls.—MRS. WILLIAM BEERS, *President, Montana Congress of Parents and Teachers, 312 Clark Avenue, Billings.*

STUDENT AID Pennsylvania

The Student Aid Committee is opening a campaign in the interests of children and youth throughout the state of Pennsylvania. The National Committee of Student Loans and Scholarships promotes its work through the state branches. The state in turn promotes and encourages the work through district, Council, and local associations.

The Pennsylvania Congress has an established Student Loan Fund, financed by voluntary gifts from local associations and the proceeds of all state life memberships.

Types of Student Aid.—There are three types of help needed to fit different situations—Student Loan, Scholarships, and General Aid. The *Loan* carries with it the moral obligation to pay. The Committee requires each student receiving aid to carry and pay for an insurance policy covering the loan. Repayment usually begins when the borrower has an earning capacity and is arranged on an easy installment plan. Any student in Pennsylvania is eligible. Required qualifications are *need, good character, and ability.* Applications for loans must come through a parent-teacher association in good

Triplets need the best



"... then the triplets arrived, demanding the best of special care," their mother tells you. "I knew Lux was *safe* for their things. Babies chafe easily if strong soaps are used for diapers. But none of my children, including the triplets, have had diaper rashes, thanks to Lux."

Wise mothers stick to Lux. It has no harmful alkali to irritate a tender skin—safe in water, safe in Lux.



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Every Homemaker
to . . .

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plan her home, accommodate its func-
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A tiny book but it covers territory!
Parents, homemakers and to-be-home-
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interest in this book. It is delightfully
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Development of the Family," down to
the last article, "The Education for
Citizenship." It is unique in its treat-
ment; simply written yet textually
generous; attractively bound yet pop-
ular in price.



A SYMPOSIUM FOR THE BUSY READER

standing in the district of the applicant.

These loans may also be established and controlled by local associations for students within their own school districts. A health loan, enabling a child or youth to recover from a physical deformity in order to further education, is a suggested project for local associations.

Scholarships—Scholarships may be given as gifts outright as a reward for special achievement. Such scholarships do not always go to needy students, but are usually regarded as a means to aid worthy high school boys and girls. This type of aid is a suggestion for a project for high school associations or councils.

General Aid—Any effort made by local associations to aid children or youth to attend school so that an education may be acquired, or any effort to fit a child for his place in life, whether by physical assistance or by loan, is Student Aid. Giving clinic aid not only to school children but helping prepare preschool children physically, providing lunches, clothing or shoes, books, carfare and other necessities are included. Is there a parent-teacher association in Pennsylvania that does not do something of this sort? The Student Aid Committee urges every association to report their student aid activities to either their Council chairman or if there is no Council, to the State Chairman of Student Aid.

To increase the State Loan Fund the committee has adopted the slogan, "A Penny a member." Although this seems a small amount, remember, "Mighty oaks from little acorns grow," and so can the Student Aid Fund grow to a considerable amount and may mean the future of many worthy boys and girls.—MRS. P. B. DIGBY, *Publicity Chairman, Pennsylvania Congress of Parents and Teachers, 415 N. Fairmount Avenue, Pittsburgh.*

RADIO PROGRAMS OF THE TEXAS CONGRESS OF PARENTS AND TEACHERS

Texas

An increase in the number of listening groups and infusion of variety into the subject matter discussed by specialists have characterized the radio programs of the Texas Congress of Parents and Teachers for the past year. As an indication of progress, there are now 658 organized listening groups in rural districts, with plans for surpassing that number during the coming year.

Usually six or eight parent-teacher association members who live near enough to each other to make the plan practical get together for the program, with one of the number designated to bring the gist of the program to the next parent-teacher meeting.

There is a radio chairman in every district, and under her, a radio chairman for each school.

This is the third year of radio activities along this plan, covering a period of nine months last year. During this period we have doubled the radio programs which are now being heard over twenty-four stations. When the radio station over which the program is to be broadcast is too far away for the district radio chairman to conveniently give the program, the radio chairman of the school in that vicinity is sent instead. Information is supplied

INK

by Dorothy Nelson Gregg

*I think that
Ink*

Is fun

To drink.

At least, it's fun

To see them run,

And hear the fuss

About the muss.

One day I had some that was red

And Mama thought that I had bled.

But soon she put me in the sink

And washed me off til I was pink.

And then she said,

"He might be dead

From all that ink!"

I dread to think . . ."

But I think

Ink

Is fun

To drink.

The End

so that the chairmen can prepare their programs conveniently.

The physical, mental and social development of the child is discussed by trained specialists in those subjects. The themes of programs that have been given recently include: The Handicapped Child, What Price Discipline? The Problem Child, Delinquency, Function of Recreation in Character, The Social Background and the Personality of the Adolescent, Neighborhood Playmates, Vocational Training in High School, The Child as a Constructive Leader, Health Problems in the Adolescent, Unmet Needs in Youth, The Problem of the Well-Balanced Diet and the Slim Purse.

Speakers have included: the director of the Dallas Child Guidance Clinic; the lip-reading instructor in the Dallas Public Schools; Dallas policewoman engaged in a program of crime prevention; Dallas playground supervisor; principals of several high schools; Professor of Sociology, Southern Methodist University; Supervisor of Public School Nurses; and physicians who are authorities on certain physical and psychological problems.—MRS. J. C.

VANDERWOUE, *Radio Chairman, Texas Congress of Parents and Teachers, 6910 Lakewood Blvd., Dallas.*

PARENTS' ADVISORY COUNCIL Colorado

Pondering on the problems of a school system and knowing that he must emerge from thought with answers to them, the superintendent of schools finds himself constantly wishing for an advisory group upon whom he may try his ideas.

Members of the board of education furnish some such outlet, but limited time for meetings means that all plans must be presented to the board with a minimum of discussion and consideration. It is assumed by most board members that the school executive has thought the problem through as a whole and that now is the time to summarize the arguments and make specific recommendations.

Will our budget permit the introduction of a complete testing program? or good libraries? or many other inventions? Because school funds seem always somehow to be closely circumscribed, such questions take precedence over others which the superintendent of schools might prefer to hear discussed.

And so the problem arises: how can a superintendent obtain a free consideration and discussion of his proposed plans and policies, and by whom? Obviously parents should be the most interested group, and while they may be treated as confidants, they yet lack the official capacity actually to limit or control administration policies. A superintendent of schools might greatly benefit by parent ideas and advice. Upon such assumptions, I began two years ago to evolve a plan which appears to have taken care of this problem, at least so far as the local school system is concerned.

After careful study of the type of parent consistently elected to head the city parent-teacher associations, it was decided that the presidents of P. T. A. groups should be invited to membership in a Parents' Council. There were to be no official relationships with the school administrations and no connections with the parent-teacher associations. The presidents were invited to monthly meetings of the council at the school administration building. The stated purpose of the conferences was "To consider school problems, and to counsel and advise in an unofficial and informal way with the school administration."

No officers are elected; no minutes are read; no points of parliamentary rule argued; no dues collected. The superintendent of schools acts as chairman of the meetings, agenda for which have previously been mailed to council members. The conference usu-

ally last about an hour and a half.

A typical meeting proceeds somewhat as follows: brief discussion of the main problems suggested in the agenda, led by the superintendent; questions from other members of the council on points not made clear; expressions of opinion pro and con by all members who desire to express themselves; final action, if the problem calls for a vote, to determine the prevailing sentiment of the group.

Some items which have received consideration by the Parents' Council during the past two years are:

1. Library needs, including shortage of supplementary reading material, reference books, etc.
2. The problem of a system of teacher retirement and method of pensioning.
3. The question of home study and ways to reduce or eliminate it.
4. The system of grading and the evils of using a percentage plan.
5. The problem of improving the meetings of the P. T. A., with a view to making them representative of the interests and needs of the members.
6. Study of typical and problem children in the schools and the need for an ungraded room or rooms.
7. An explanation of the testing program and the need for giving tests of mental ability.
8. Analysis of school building needs and general reorganization of the school system.
9. Discussion of the desirability of the restoration of salary cuts.
10. Need for a new high school building.
11. Community recreation.
12. School budget.

Many of the additions and improvements suggested by this list have been approved by the board of education and are now in force in the Boulder city schools.

Before the Parents' Council was established, petitions from different groups of parents or schools were frequently presented to the board of education. Requests are no longer made in this crude way. With the Parents' Council functioning, all school issues arising from whatever source are presented to the council and the facts explained to the groups concerned, who thus have the opportunity of seeing their issues in relation to the whole system.

A bond issue for the building of a new high school was presented to the taxpaying voters of the district a few months prior to the organization of the Parents' Council. The issue was decisively defeated. Recently the issue was resubmitted for a vote. The Parents' Council had become fully aware of the need for a new high school building. They took the message to the people through their P. T. A. groups

and through a well organized campaign which they themselves developed and conducted. The \$300,000 bond issue carried by a vote of three and a half, for, to one, against. Evidence of the influence of the Parents' Council has been equally pronounced in other school matters.

There are two important points in connection with the local Parents' Council group that are of prime importance, in my opinion: (1) The membership is largely chosen by the separate P. T. A.'s and therefore a democratic choice is guaranteed; (2) the personnel changes each year. This results in an ever-increasing number of citizens who can work sympathetically with the superintendent.

The Parents' Council has been of distinct importance to the children of the Boulder schools in these ways:

1. Interest in public education has been stimulated.
2. Parents feel that the schools desire their sympathetic criticism and interest in the program of education. The school office is no longer a place for mere airing of complaints.
3. The isolation of the class room from the home becomes incongruous when school administration gets close to the family.
4. Criticisms, antagonisms, and misunderstandings are reduced to a minimum.
5. More than one school problem has been actually solved through the Parents' Council.—V. M. ROGERS, Fifth Vice-President, Colorado Congress, and Superintendent of Schools, Boulder.

INTERNATIONAL GOODWILL FOSTERED Minnesota

Because of the fact that it is a mining community and is, therefore, composed of foreign-born of many different nations, the Virginia Council of Parents and Teachers has done much to foster international goodwill through the use of pageants.

The council sponsored an Armistice Night's observance, featuring the presentation of a beautiful pageant, "At the World's Cross Roads," which brought in the flags and costumes of many countries and portrayed most vividly the theme of world peace.

The pageant depicts a Pilgrim in search of World Peace. The Herald of Peace guides the Pilgrim to the World's Cross Roads. Here the tragedy of war is revealed by war sufferers, Disease, and the Homeless. Health is shown conquering Disease. The next to enter at the Cross Roads are Trade, the Tradesmen of the World, Education, National Integrity, Common Understanding and the Oppressed Nations. War is shown being



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This scientific powder is made especially to do this job. Shake a little in the toilet. (Follow directions on the can.) Then flush, and stains vanish. The porcelain gleams like new. The hidden trap that no other method can reach is purified and safe. Sani-Flush saves rubbing and scrubbing. Cannot injure plumbing. It is also effective for cleaning automobile radiators (directions on can). Sold by grocery, drug, hardware, and five-and-ten-cent stores—25 and 10 cent sizes. The Hygienic Products Co., Canton, Ohio.

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1201 Sixteenth Street, N. W.
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conquered by National Integrity and Common Understanding.

All of the war-torn nations, burdened by pestilence, disease, and suffering, come to the World's Cross Roads seeking Peace. Contrast is shown between these nations and those in which Peace reigns.

The Herald of Peace comes among them and pleads for world friendship, brotherhood, and peace among all nations.

A Victory of Peace dance was presented by twenty-five girls. The pageant was given to the accompaniment of the choral readings, "Hymn to the Nations," and "A Thousand Years of Peace." The cast was composed of 100 persons.

To further carry out the idea of fostering international goodwill, one unit featured a different nationality at each of its meetings. This is an excellent way of promoting international goodwill, and serves also to interest more people and bring them out to the meetings, as they are made to feel that they have a part in the affairs of this, their adopted country.—MRS. HAROLD JOHNSON, *Publicity Chairman, Minnesota Congress of Parents and Teachers, 615 N. 11th Avenue, East, Duluth.*

ADULT EDUCATION

Connecticut

Madison is one of the busiest places in the state, with all its ambitious small-townness, and the Thursday evening classes, sponsored by the wide-awake P.T.A., are a most popular activity. A date had to be set for closing the class enrolments or the spacious rooms would have been inadequate. Two hundred and ten people are now in classes of their own choosing and all under expert teachers in their line. No age limit has been recorded, only that the person is out of school. Everything is on scheduled time, bells ringing for the periods as in school sessions. An expert chef teaches cooking Danish pastry and many other culinary arts, home nursing by our expert school and town nurses, dressmaking in all its branches, mechanical drawing, better English usage, knitting, shorthand and typing, German and French, dramatics, orchestra, and volley ball. The newest attraction is the men's forum and discussion group, usually followed by a community sing led by a teacher who also instructs the volunteer musicians of many different ages to sing again. At present, there are three generations in the band, harmonious and otherwise. One new class consists of foreign-born parents who wish to learn better English.

The parent-teacher unit of Madison feels truly grateful for the vision and cooperation of the Board of Education, which has made it possible for

them to use any needed equipment in their leisure time activities where all may feel a happy ownership in this, a modern school.—From *Connecticut Parent-Teacher*.

THE P. T. A. UNIT OF WORK

New Jersey

The primary purpose of the parent-teacher association is to assist the school in providing for each child the maximum advantages in physical, mental and social education. The problem confronting most parent-teacher organizations has been the development of a unified program which would fulfill this purpose and make the association vital to the success of the modern school.

The parent-teacher association of the Harrison School of Ridgewood has endeavored to meet this problem by planning its programs in units of work. For the past two years it has worked on a unit of work entitled "What the Modern Elementary School Attempts to do for the Child Today." This unit was agreed upon after a study had been made of the interests and needs of the parents of our community by the program committee. A tentative outline of the work to be covered was made after an analysis of our study. Since so many phases of education were included it was decided to take two years to do the work.

The unit included one meeting on each of the following phases:

1. The Development of American Education to the Present Day. (This topic was discussed in a general way to serve in building background for the rest of the unit.)
2. Education Through Physical Education.
3. Children's Recreational Activities in School, at Home, and in the Community.
4. The Need of Mental Hygiene in Elementary Schools.
5. Coordination Between Parents and Teachers. (How the parents can help the school and how the school can help the parents.)
6. Character Emphasis in Elementary Education.
7. Educating the Whole Child, or

Trends in the Curriculum.

8. Music, Art and Creativeness in the Elementary School.

These parts of the program were carried out by having educators of wide experience as our guest speakers. Each talk was followed by a discussion period.

To make this program functional and to have the parents really understand our educational endeavor, other activities were provided. Four school visiting days for parents were held. Parents attended in large numbers and observed what was done in school. Two evenings were set aside as "Open House," one each year, to show the academic and creative work done by the children. Class meetings of mothers were held. Conferences between parents and teachers were encouraged. Parents read professional literature and some attended a child study group which was led by one of the parents.

The culminating activity was the writing of a pamphlet. This served as a summary and made it possible to view the work as a whole. It also indicated the stage of development our organization had reached and brought to our attention other specific problems of interest.

The effectiveness of this unit is evident in numerous ways. Parents and teachers realize that education is a twenty-four-hour-a-day job and that a high degree of coordination and cooperation between the home, the school, and other educating agencies is necessary. All should be aware of their educational responsibilities. Understanding of the philosophy and the various phases of educational work has increased. The parents have a better knowledge of what we are attempting to do, how we are endeavoring to reach our objectives and why we provide our particular type of educational program.

The result of this unit has helped to make possible to a greater degree a modern progressive elementary school where parents and teachers are concentrating their efforts to furnish a well-rounded educational program for each child.—SAMUEL MAGGIO, *Principal, Harrison School, Ridgewood.*

BULLETIN BOARD

- June 21-24—Seventh Session of the National Conference on Visual Education, Chicago.
- June 21-24—Thirtieth Annual Meeting of the American Home Economics Association, Kansas City.
- June 21-26—Fifty-Ninth Annual Conference of the American Library Association, New York.
- June 27-July 1—Diamond Jubilee Convention of the National Education Association, Detroit.
- June 30-July 9—National Jamboree of the Boy Scouts of America, Washington, D. C.
- August 2-7—Seventh World Conference of the World Federation of Education Associations, Tokyo, Japan.

CONGRESS COMMENTS

MRS. J. K. Pettengill, First Vice-President of the Congress, spoke at two general sessions of the thirty-ninth annual session of the Inland Empire Education Association, April 7-9, at Spokane, Washington. The following state presidents spoke at the P. T. A. luncheon: Mrs. Neil Haig, Washington; Mrs. I. E. Joslyn, Idaho; Mrs. William Beers, Montana.

Mrs. Pettengill will speak at one of the general sessions of the eleventh Iowa Conference on Child Development and Parent Education to be held in Iowa City, Iowa, June 22-24. Her topic is "Parents and Teachers at Work." The conference is sponsored by the Iowa State Council for Child Study and Parent Education with the cooperation of the Iowa Child Welfare Research Station and the Extension Division of the University of Iowa, Iowa State College, and Iowa State Teachers College. The general theme of the conference will be "The Child as a Personality."

On May 13, the Grand Rapids Council of Parent-Teacher Associations and the Council of Camp Fire Girls cooperated in a unique tree planting ceremony in honor of Mrs. Fred M. Raymond, of Grand Rapids, Michigan, National Congress Chairman of Founders Day. On this occasion, sixty-five trees were planted in a park which is to be called the Mabel Raymond Forest. Forty of the trees are in honor of the Fortieth Anniversary of the National Congress and twenty-five are in honor of the Twenty-Fifth Anniversary of the Camp Fire Girls.

Mrs. Fred R. Easterday, Publicity chairman of the Nebraska Congress, was a discussion leader at the National Recreation Congress at Atlantic City in May. The subject was "Recreation in American Family Life."

Mrs. A. R. Williams, President, Illinois Congress, attended the state convention of the Wisconsin Congress in Green Bay, April 20-22.

Mrs. Raymond Binford, former Secretary of the National Congress, has been appointed Field Secretary for the Institute of International Relations at Duke University, Durham, North Carolina.

Dr. William H. Bristow, General Secretary, was one of the speakers at the Spring Institute of the Pittsburgh Council of Parent Education on April 2, at the Pennsylvania College for Women. He spoke on "Parents and the Changing Social Scene" and led a discussion on "P. T. A.'s Responsibility for Parent Education." While in Pittsburgh, Dr. Bristow made a radio address over Station KDKA for the Pitts-

burgh Council of Parent-Teacher Associations, on the topic "The Parent and the Teacher Get Together."

The National Congress of Parents and Teachers has been invited to send a representative to the semicentennial celebration of the founding of the University of Wyoming, June 6-8, at Laramie, Wyoming.

Ellen C. Lombard, National Chairman of Home Education, attended the convention of the Association for Childhood Education, March 30-31, at San Antonio, Texas. While in Texas, Miss Lombard stopped in Houston and Austin to confer with city officials regarding the parent education program of the city school system.

Mrs. William Kletzer, Portland, Oregon, led a panel discussion at the City School Superintendents' Conference at Salem, Oregon, on March 19. The panel topic was "Functions of P. T. A. in Relation to Administration." Mrs. Kletzer also spoke at a Pi Gamma Mu breakfast on "Shall Present Social Trends Be Reflected in the New Curriculum?" and at the Northwest Adult Education Association on "The Motion Picture as an Agency for Adult Education."

Mr. B. H. Darrow, National Radio Chairman, attended the convention of the Kentucky Congress of Parents and Teachers, April 20-22.

Miss Charl O. Williams, National School Education Chairman, represented the National Congress at the convention of the Tennessee Education Association in Nashville, March 25-27.

Dr. Lillian R. Smith, National Summer Round-Up Chairman, attended the meeting commemorating the twenty-fifth anniversary of the Children's Bureau in Washington, D. C., in April.

Mrs. Hamilton Shaffer, Second Vice-President of the National Congress, attended the Georgia Congress of Parents and Teachers convention, in Savannah, April 12-14.

Mrs. Frederick M. Hosmer, President of the Child Welfare Company, and National Chairman of Congress Publications, attended the convention of the District of Columbia Congress in Washington, April 28-29.

Mrs. Clinton F. Parvin, Florida Congress President, was a recent visitor to the National Office.

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BOOKSHELF

by WINNIFRED KING RUGG

It is an enlightening and salutary exercise for parents to examine family relationships from the viewpoint of a son or daughter of college age. That exercise is possible for parents who read *FAMILY BEHAVIOR*, by Bess V. Cunningham (Philadelphia: W. B. Saunders. \$2.75). Though Dr. Cunningham wrote her book for use in college classes and in so doing has fulfilled a need for a textbook to help young adults work out a good philosophy of family living, she has contributed much to parents' understanding of their job. Throughout her discussion of the internal and community problems of family life she has endeavored to look at all phases of her subject as young people see them, or may be guided to see them. This makes a workable situation that parents would do well to seize upon and profit by. For instance, in the chapter called "Careers for Parents" she writes about rating scales and score cards for parents, shows the points on which parents are checked and the order of their importance. Mothers may cringe at finding that their children give more weight to their skill as cooks and housekeepers than to any other trait, but they can learn something from the fact. Reading this book, they can put themselves in the places of their children and see in what ways they themselves are, or are not, helping to set a pattern for desirable living in the homes of the future.

FOR SUCCESSFUL MARRIED LIFE

The chief ingredient of Elmer Ferris' prescription for successful married life in *MAKING A GO OF MARRIAGE* (Philadelphia: John C. Winston. \$1.50) is a right mental attitude. Men and women should marry with the conviction that their marriage is going to last. Much talk about divorce has created a poor marriage attitude in the subconsciousness of too many young people. Once married they can keep their marriage going by maintaining in their minds the "ideality" of their partners. "What price marriage?" the writer asks. And answers, "Ideality"—a psychological principle as practical as a loaf of bread whereby the husband or wife fills the mind with favorable, admiring details about the other. If one partner begins to be negative, critical, and cynical it is easy to keep on, and the feeling is likely to be contagious. If one partner exercises persistent admiration and confidence, the other generally cooperates. If you don't want

trouble, don't begin to think about it. Thus Mr. Ferris harnesses romantic love to common sense to draw the marriage coach. Children, family recreation, health, domestic good sportsmanship, common-sense investments of a part of the income, and home religion are other elements that he discusses in *MAKING A GO OF MARRIAGE*.

THE SOCIAL GRACES

We have recommended books on good manners before. We shall keep on. Good manners are the emollient of society, and sometimes it seems that there is no longer any such thing. In *GOOD MANNERS FOR BOYS*, Ralph Henry Barbour, a favorite writer for boys, gives his ideas about "manners that do not detract from the manliness." Inez Haynes Irwin has done a similar service for the young of her sex in *GOOD MANNERS FOR GIRLS* (New York: D. Appleton-Century. \$1.50). Mrs. Irwin's special grace in her performance lies, first, in the fact that she confesses some gaucheries that she herself committed in her girlhood, and second, that she is witty. With less adornment of his subject, Mr. Barbour meets adolescent boys on their own ground.

Akin to good manners is the subject of dress. For girls and younger women there is helpful advice in Frieda Wiegand McFarland's *GOOD TASTE IN DRESS* (Peoria, Illinois: The Manual Arts Press. \$1). Mrs. McFarland is a professor of textiles and clothing in the College of Home Economics at the University of Maryland. She describes the principles that underlie good dress, such as a study of the figure, coloring, and personality of the individual wearer. Proportion, line, making the best of unattractive features, framing the face, clothes for various occasions, accessories, economy are all topics of deep concern to every feminine wearer of clothes, be she young or old. Many readers may wish that Mrs. McFarland had not been so chary of words. Her advice would often bear amplification.

THE LOVE OF TRAVEL

If you are going traveling this summer or next, or even if you like to travel on paper, there is stimulation for you in Helen Dean Fish's *INVITATION TO TRAVEL* (New York: Ives Washburne. \$2.50). The author gen-

erously advises her readers to go to Clara Laughlin's *So You Are Going* series for the history and legend of European countries, and to Schoonmaker's *Come with Me* books for practical details about cost. For her part, she is primarily concerned with being inspirational, with encouraging a love of travel, and telling about what she considers the nicest things that she has herself been able to do in the countries she has described. Manners for travel, preparation for the trip, the sea voyage, and rewarding experiences in England, France, and Italy make up the substance of this glamorous book. The style is literary and appreciative, with a direct appeal to the aesthetic taste of would-be travelers, but interspersed are a thousand little useful hints. Best are the workable plans for spending a month in each of the three countries—England, France, and Italy.

... IN THE GARDEN

Gardens are not finished by this time, though they may be all started; and besides, garden books are in season the year round. Lucy M. Ellis, author of *AS ONE GARDENER TO ANOTHER* (New York: Crowell. \$2.50), is the chatty and enthusiastic kind of writer who takes the reader by the hand, leads him or her into the garden, and invites appreciation. Here are the flowers she loves, and this is the way she got them to grow and bloom. Her book is inclusive, for it describes a garden near Buffalo, one in western Connecticut, and one in the city of New York, and it is rich and varied enough to solve all ordinary garden problems.

...
THE GARDENER'S SECOND YEAR, by Alfred Bates (New York: Longmans, Green. \$2), is the second volume of a series of garden books for beginners, young or old. It is a practical guide for the growing of perennials and bulbs, with instructions about the preparation of the soil, selection of varieties, planting and care, fertilizers, cold frames, pests—all the necessary data of a successful home-gardener's lore. A good feature is the descriptive list of flowers, which not only tells how they look but where to put them and how to treat them.

... FOR BIRD LOVERS

BIRDS AROUND THE YEAR, by Lorine Letcher Butler (New York: D. Appleton-Century. \$2), is a twelve-month book for bird lovers, for it begins with the spring birds, and goes on with those of summer, fall, and winter. It is not simply a manual, because it contains vivid descriptive passages about

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the countryside, in addition to careful accounts of the appearance of each bird species. Miss Butler was born in Kentucky, educated at Oxford College for Women, in Ohio, and now spends her winters in New York. Consequently she writes of birds as they appear in several regions, in their seasons.

• • •

FOR YOUNGER READERS

An attractive collection of books from the Wise-Parslow Company, New York, consists of twenty volumes and is called *THE GOLDEN HOUR*, Rainbow Edition (price of set, by subscription, \$29.50). Five of the books are arranged for classroom use, with exer-

cises by J. Earle Thomson, Superintendent of Schools in Garfield, New Jersey, and vocabulary analyses by Bessie Blackstone Coleman, reading specialist. The five are marked with an asterisk in the list given below. The other volumes are suitable for supplementary reading in school and for reading for fun at home. The entire set maintains a high standard of interest and beauty. The list is as follows:

Social Readers of Other Lands

ADVENTURES IN GEOGRAPHY, by Gertrude Alice Kay.

THE SKATING GANDER, by Alice Cooper Bailey, pictures by Marie Honré Meyers.

KIMO, THE WHISTLING BOY: a Story of Hawaii, by Alice Cooper Bailey, pictures by Lucille Holling.

Nature Appreciation

**THE TURNED INTO'S*, by Elizabeth Gordon, pictures by Janet Laura Scott.

**WINKLE, TWINKLE AND LOLLIPOP*, by Nina Wilcox Putnam and Norman Jacobsen.

**BUDDY JIM*, by Elizabeth Gordon, illustrated by John Rae.

WATER PEOPLE, by Wilfred S. Bronson.

Costume Books

MOTHER EARTH'S CHILDREN, by Elizabeth Gordon, pictures by M. T. Ross.

FLOWER CHILDREN, by Elizabeth Gordon, pictures by M. T. Ross.

Fairy Tales and Folk-Lore

AMERICAN INDIAN FAIRY TALES, by W. T. Larned, pictures by John Rae.

THE WHITE ELEPHANT, by Georgene Faulkner, "The Story Lady," pictures by Frederick Richardson.

LITTLE PEACHLING, by Georgene Faulkner, pictures by Frederick Richardson (this book was exhibited by the Institute of Graphic Arts as one of the finest illustrated books of the year).

Character Development—"How to Play" Books

ROBERTA GOES ADVENTURING, by Margaret T. Raymond, pictures by Eleanor Campbell.

THE FRIENDS OF JIMMY, by Gertrude Alice Kay.

RHYMES FOR KINDLY CHILDREN, by Ethel Fairmont, pictures by Johnny Gruelle, who did the famous Raggedy Ann books.

Aviation

**THE RED EAGLE*, written and illustrated by Alexander Key.

General Information

REALLY SO STORIES, by Elizabeth

Gordon, pictures by John Rae.

MORE REALLY SO STORIES, by Elizabeth Gordon and Jane Priest.

Language

**THE CHATTERLINGS IN WORDLAND*, by Michael Lipman (Mr. Lipman makes the search for the right word an exciting adventure in the manner of old fairy tales).

RUNAWAY RHYMES, by Alice Higgins, pictures by Tom Lamb.

• • •

PAMPHLETS OF UNUSUAL VALUE

MISS GAY'S ADVENTURES IN FIRST AID, by Margaret Daly Hopkins (New York: Hopkins Chart Co., 310 East 45th Street, 15 cents). Three dialogues that teach the principles of first aid in cases of asphyxiation, electrocution, and drowning.

• • •

THE EXPECTANT MOTHER, Folder No. 1 (Washington: Children's Bureau, U. S. Department of Labor, Free). Simple, clear, up-to-date, and fundamental prenatal advice.

• • •

THE TECHNIQUE OF GOOD MANNERS, by Mary Perin Barker (New York: John Wiley, 15 cents). A life-saver for young men in doubt.

• • •

THE STORY OF THE CONSTITUTION, by John W. Mace and Irving J. Gumb (New York: The House of Little Books, 10 copies, \$1.50). A brief history of the Constitution of the United States.

• • •

OPEN AIR CLASSROOMS. The report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association (Washington: National Education Association, Single copies, 10 cents). Mrs. B. F. Langworthy, outgoing President of the National Congress of Parents and Teachers, and Miss Mary Murphy, chairman of the Congress Committee on Child Hygiene, are both on this committee.

• • •

THE NATIONAL CONGRESS PUBLICATIONS REVIEW, edited by Isa Compton, Secretary of the Publications Division, 1201 Sixteenth Street, N. W., Washington, D. C., is a twelve-page symposium of news about the Parent-Teacher Bookshelf. All about good books for P.T.A. libraries.

• • •

YOU AND YOUR CHILD, by Marion M. Miller and Leo W. Schwarz, prepared under the auspices of the Committee on Contemporary Jewish Affairs of the National Council of Jewish Women, New York (75 cents). A guide for mothers and teachers of preschool children in Jewish education.

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